

“Working together to inspire learning and achievement in Highland Communities”

Care and Learning Service - Working in Partnership with Voluntary and Private Early Learning and Childcare Settings

Improvement Plan for 2019 to 2020



Early Learning and Childcare Setting: Glen Urquhart Childcare Centre

Date completed: 27.06.2018

Glen Urquhart Childcare Centre
Aims and Objectives:

To provide a warm, welcoming setting where all parents, children, staff, carers and visitors feel valued, included and involved.

To create an environment which stimulates and challenges, meeting all learning styles, while ensuring everyone is encouraged and supported to be safe, healthy, achieving, nurtured, active, respected, responsible and involved.

To continue to work in partnership with parents, carers, partner agencies, health professionals and other people/groups within our community, constantly maintaining and improving effective links.

To use whenever possible, the skills and knowledge of those in our wider community, working together and learning from one another.

To respect the equal rights of all children and their families. To promote tolerance by providing a broad range of experiences and resources.

To provide a quality service underpinned by How Good is Our Early Learning and Childcare, the National Care Standards, the Curriculum for Excellence, Building the Ambition and the Scottish Social Services Council.

To encourage children, both indoors and out, to choose, plan and evaluate their play activities while taking control of their own learning, at a pace tailored to meet individual stages of development.

To support all staff with a planned and coherent programme of Continual Professional Development that meets the registration requirements of the SSSC.

Review of previous plans:

Review of Improvement Priority 1: To provide quality interactions between staff and children to assist in the development of language and communication skills.

Action points:

Staff to use words up strategies and embed the messages from level one training.

All staff to attend level one word up training

Develop a reflective friends system to allow for productive and responsive monitoring/skill sharing

Workshop held for parents/carers to share skills and further embed the words up messages

Evaluation, impact and next steps: Staff have all attended the words up training, level one, and are at various stages of embedding these messages throughout their practice. We held a very successful workshop for parents, supported by speech and language services to share these messages with parents/carers. Through our reflective friend system on monitoring we have noticed an overall improvement in the quality of staff/child interactions and the language development of the children.

Review of Improvement Priority 2: Develop a system to show progression within the areas of numeracy and literacy.

Action points:

Develop a system of next steps for childrens progression in literacy/numeracy

Allow children opportunities for extra support/challenge to reach targets within numeracy and literacy

Staff to attend CPD training in literacy and numeracy

Liaise with headteachers of receiving primaries to develop numeracy and literacy pathways and to establish how best to support individual children with progression and next steps.

Evaluation, impact and next steps:

Through regular monitoring of learning journeys, both by management and our reflective friend system, we have established clear next steps for all children within the areas of numeracy and literacy. We have further strengthened our partnership with the receiving primaries school by working with their own progression frameworks for literacy and numeracy. This has help to assure that all children are receiving appropriate challenge or support dependent on their skills and development.

Action Plan 1

<p>What do we need to improve? (Improvement Priority): Implementation of the 1140 hours from August 2019 whilst ensuring the quality of Early learning and Childcare learning experiences and wellbeing of all children.</p>				
<p>Links to Quality Indicators (Maximum of 3): 1.1, 1.3, 2.3,</p>				
<p>OUTCOMES FOR CHILDREN</p> <p><i>What difference do we hope to make?</i></p>	<p>ACTIONS</p> <p><i>How will we make this happen?</i></p>	<p>RESPONSIBILITY</p> <p><i>Who will have delegated responsibility for ensuring this happens?</i></p>	<p>TIME-SCALE</p>	<p>STRATEGIES/EVIDENCE FOR MONITORING PROGRESS</p> <p><i>How will we evaluate how this is going?</i></p>
<p>Develop a system of planning that allows for the delivery of 1140 hours whilst ensuring high quality observations are being obtained and in accordance with individual children's attendance patterns.</p>	<p>Visit other centres to see good practice and share skills and ideas.</p> <p>With support from our EYESO we will hold a planning workshop for all staff to share ideas regarding the implementation of a new planning system in line with the 1140 hours expansion.</p> <p>Develop a planning system that allows for 'planning in the moment' and a more spontaneous method of gathering individual children's observations.</p>	<p>Management Curricular lead All staff</p>	<p>Planning to be implemented by October. Changes to be expected throughout the year as the planning evolves and develops</p>	<p>Regular solution focused whole team meetings to ascertain what is going well, what is not going well and possible solutions.</p> <p>EYESO feedback</p> <p>Regular monitoring of learning journeys to ensure high quality observations are being gathered in all 8 curricular areas but with focus on Literacy, Numeracy and Health and Wellbeing.</p>

<p>Allow for the holistic needs of individual children to be met throughout the day, particularly those children who will be attending for longer hours, by ensuring the physical environment adequately provides for this.</p>	<p>Develop quiet areas that allow children opportunities for rest and relaxation.</p> <p>Ensure that children have access to spaces, both indoors and outdoors, that offer choice, supports creativity, learning and flexibility.</p> <p>Ensuring children have access to outdoor play daily – both between indoors and outdoors at the centre and in the wider environment, when possible.</p> <p>Ensure good communication with parents/carers is in place. Ensuring that parents feel that their opinion is valued and heard and that they are involved in the planning for the holistic wellbeing of their child.</p> <p>Further develop our family engagement calendar to allow for more opportunities of family involvement.</p>	<p>Management and all staff</p>	<p>On-going throughout the year but with the environment to be ready for 1140 by August 2019 (<i>when the centre begins to deliver the 1140 hours of ELC</i>)</p>	<p>On-going self-evaluation using the Building the Ambition, HGIOELC AND National Care Standard indicators to measure success.</p> <p>Using Care Inspectorate documents such as: Space to Grow, My Creative Journey and Out to Play to measure success.</p> <p>Regular parent and child consultations to allow opportunities for parents and children to give their feedback.</p> <p>Regular monitoring of learning journeys, floor books, personal targets etc... to ascertain the needs of the children are being met.</p>
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<p>In accordance with 'Setting the Table' guidance provide a nutritious and balanced lunchtime meal for all children using their funded hours over lunchtimes.</p>	<p>Ensure that all meals provided are in accordance with 'Setting the Table' guidance.</p> <p>Employ a cook to prepare, serve and clear up following lunchtimes in line with food safety hygiene guidelines.</p> <p>Redesign our kitchen area to allow for the meal preparation, storage and serving of meals.</p> <p>Develop a lunchtime system that allows children to have lunch in smaller and more sociable groups to help enhance their social and independence skills.</p>	<p>Management and cook</p>	<p>To be in place for August 2019 but to be continuously developed throughout 2019-2020.</p>	<p>Regular meetings with the cook</p> <p>Whole team meetings to evaluate the success of the lunchtime provision and find solutions to potential problems.</p> <p>Feedback from children and parents regarding the meals being provided and what they feel is working well and what is not working so well.</p>
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Action Plan 2

<p>What do we need to improve? (Improvement Priority): To further develop our STEM pedagogy and to motivate and inspire our young learners in this area of learning.</p> <p>Links to Quality Indicators (Maximum of 3): 2.3, 2.5, 3.3</p>				
<p>OUTCOMES FOR CHILDREN</p> <p><i>What difference do we hope to make?</i></p>	<p>ACTIONS</p> <p><i>How will we make this happen?</i></p>	<p>RESPONSIBILITY</p> <p><i>Who will have delegated responsibility for ensuring this happens?</i></p>	<p>TIME-SCALE</p>	<p>STRATEGIES/EVIDENCE FOR MONITORING PROGRESS</p> <p><i>How will we evaluate how this is going?</i></p>
<p>Develop and embed a STEM pedagogy that encourages and promotes investigation, discovery, curiosity and problem-solving skills.</p> <p>Collaborate with the primary science development officer to develop STEM challenges with the children.</p>	<p>Providing a range of materials and resources to promote children’s investigation, curiosity, discovery and problem-solving skills. Staff to drive children’s enthusiasm for STEM, both indoors and outdoors.</p> <p>Staff to share skills and good practice with each other and build on skills learnt.</p> <p>Contact Emily Brown (Primary Science Development Officer) to develop a programme of STEM that allows children to design and create.</p>	<p>All staff</p> <p>Management</p>	<p>On-going throughout the year</p> <p>On-going throughout the year</p>	<p>Monitor and track learners progress across STEM using quality observations and the benchmarks for assessment tools.</p> <p>Room monitoring/learning journey to determine the level of children’s enthusiasm for STEM.</p> <p>Observations of learning. Comments from children.</p>

<p>Raise children's awareness of different types of jobs in STEM areas</p>	<p>Visit to library for books on various jobs and roles within STEM.</p> <p>Research on smartboard and computers.</p> <p>Visits from/to various STEM professionals throughout the year</p>	<p>All staff</p>	<p>On-going throughout the year</p>	<p>Observations of learning. Comments from children.</p>
<p>Engage children in simple science experiments</p>	<p>Develop a partnership with Glen Urquhart High School prefect students to plan and deliver simple science experiments.</p> <p>Develop home learning packs for the children to share their science learning with home.</p>	<p>Management All staff</p>	<p>On-going throughout the year</p>	<p>Observations of learning/photographs. Comments from children.</p> <p>Feedback from parents.</p>

