



# ELC IMPROVEMENT PLAN

SESSION 2021/22

## Glen Urquhart Childcare Centre

### **Vision, values and aims:**

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 improvements 2020-21** (A brief summary of action points, evaluation, impact and next steps)

### **Action Points:**

- Hygiene/infection control measures to be robust and consistent according to risk mitigation guidance
- Build on nurturing keyworker relationships with children and families
- Develop system for communication with parents while they are unable to enter the building
- Focus on Health and Wellbeing outcomes for children using developmental overviews and observations
- Review Aims and Objectives of centre with all stakeholders of centre
- Transitions to be well prepared and meaningful in line with risk mitigation guidance
- Health and Wellbeing of staff to be supported during transition out of lockdown

### **Evaluation and Impact:**

Our Risk Assessment was continually updated to reflect any changes with our hygiene and infection control measures. Children were taught to sneeze into the crook of their arm, to bin used tissues immediately and we used a 20 second jiggle to help children to wash their hands for 20 seconds with soap. Posters were displayed to aid with this. The extra cleaning regime was implemented with touch pints and hard surfaces being cleaned at various points in the day and toys/equipment cleaned when groups of children change.

Strong keyworker relationships were developed – a questionnaire prior to children restarting was issued and parents were able to specify friendships groups and keyworker preference. Staff used observations and conversations with children to observe emotions and used these to inform intentional and responsive planning outcomes. Staff had some refresher ‘Words Up’ training and all new staff were able to watch the sessions on the Highland Digital Hub. This ensured we were giving children enough time to talk, and other language tools implemented.

We put out a questionnaire to parents regarding our communication with them. This allowed us to make some adaptation to our normal communication methods. We trialled a parental/practitioner communication system called ‘Seesaw’ with varied success. Some parents engaged with this while others did not, and it became a labour-intensive task from staff with little positive feedback. Instead, we focused on keeping our BLOG up to date and strengthening our keyworker relationships. Keyworkers would try to see their own children out at the end of the day and have a verbal catch up. Staff conducted regular care plan meetings outdoors and/or over the telephone to record and share any concerns and progress.

We were able to support our families who were shielding via virtual means such as virtual story times and sharing activities and resources with families.

Our learning focused on health and wellbeing outcomes for the children to support their transitions back to nursery. Staff used Developmental Overviews to collate information in this area of development to gauge children’s progress, development and needs. We supported the health and wellbeing of staff through regular supervision meetings and offering support through the ELC Wellbeing Hub. The Manager also attended training on Mental Health in the Workplace for Managers training and we are using this training to develop a risk assessment to identify stress risk indicators for staff and a mental health policy for the centre.

We were unable to review the centre’s Aims and Objectives of the centre this session as time did not allow this. We will carry this forward to this year’s Improvement Plan focus.

We were able to develop a transition programme with the receiving primary school. We used virtual methods while restrictions were in place and as restrictions eased towards the end of the year, we were able to have some transition visits to the school outdoors. We used our outdoor spaces to allow for our transition to nursery programme to continue.

### Summary: Key Improvement Priorities

Your key priority in the coming session will be in common with all Highland ELC settings and continues the priority that was highlighted last year. Recovery from Covid-19 is still our highest priority, and, as last year, it is likely that this will be the one and only priority for session 21/22. It may be that you decide to include a further priority this year, perhaps one that was started in session 19/20 but was left incomplete. **However, please note that you should only attempt completion of a previous priority if your setting capacity allows and in full consultation with all your staff. “Recovery from Covid-19 impact” will be the main focus of improvement activity in session 21/22**

### Summary: Key Improvement Priorities

Improvement Priority Title 21/22	What are we going to do?
Recovery from Covid-19 Impact:  1) Health & Wellbeing and Nurture	(A brief summary of actions on next page)

On the following pages, complete a detailed action plan for the first in-depth action plan (note that some of the details have been pre-populated) and for any other you and your staff have agreed can be included.

For Gaelic medium settings, please note that your in-depth action plan/s must comment on how you are addressing the two main outcomes from Gaelic Education: Building on the successes, addressing the barriers:

- \*children and young people feel equally confident in the use of both Gaelic and English; and
- \*children and young people are able to use Gaelic and English in a full range of contexts within and outwith the setting.

## In-depth action plan #1

### **Improvement Priority Title**

Recovery from Covid-19 Impact

### **Links to QIs/Themes/Criteria in National Guidelines. (Reference must be made to HGIOELC)**

#### HGIOELC:

- 1.4 Practitioner wellbeing and pastoral support
- 2.1 Arrangements to ensure wellbeing
- 2.3 Quality of interactions
- 2.4 Personalised support
- 2.7 Partnerships
- 3.1 Wellbeing

#### National Standard

- 5.1 Parent and carer engagement and involvement in life of the setting, communication

#### Realising the Ambition

- 3.2 What I need from adults who look after me
- 4.4 The role of the adult in supporting learning
- 5.4 Leading through learning together with families
- 7.3 Using critically reflective practice
- 8.4 Key features of positive transitions practice from home to ELC setting

#### Health and Social Care Standards

- 1.19 – My care and support meets my needs and is right for me
- 1.29 – I am supported to be emotionally resilient, have a strong sense of my own identity and wellbeing, and address any experiences of trauma or neglect
- 4.3 I experience care and support where all people are respected and valued
- 4.5, If possible, I can visit services and meet the people who would provide my care and support before deciding if it is right for me
- 4.7 I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership
- 5.17 My environment is secure and safe

Please add any other reference document:

Education Scotland – Engaging parents and families

**What do we aim to improve for learners and others in the ELC community: children, staff, families?** (What impact do we expect to see?)

1. Children's emotional resilience and social skills
2. Further enhance staff mental health and wellbeing
3. Further develop communication methods with parents to share learning, progress and concerns while building strong keyworker/practitioner relationships. Reintroduce Stay, Play and Learn sessions for parents to feel better involved in the life of the centre and their child's progress
4. Re-establish links with community partners where restrictions allow
5. Enhancing infection control procedures and hygiene requirements as per local and national Covid guidance
6. Re-establish solid transition programmes for both pre school children starting school and children starting nursery, as restrictions allow
7. Re do Aims, Visions and Values of centre to involve all stakeholders and define a clearer vision and ethos of the centre

**Measurable targets for success** (How will we know if the change has been an improvement?)

1. Children will be confident, happy, and developing social skills
2. Staff will feel supported and maintain good mental health
3. Parents will feel informed about their child's progress and development and have a better feel for the ethos of the centre
4. Children can experience community experiences such as regular visits to the local care home, trips to the local park/surrounding area and engage with other community groups
5. Everyone in centre is kept safe and protected from Covid-19, in line with guidance
6. Children and families feel informed and supported through the transition process

**What actions will we undertake?**

(Details of how you aim to achieve the desired impact)

- List actions in this box to help you to reach the targets you have set in the previous box. Keep these actions limited in scope to make the priority manageable.

Use Leuven Scale for Wellbeing resources to ascertain childrens emotional security levels

Maintain contact with other professionals – SLT, CEYP, Health Visiting team to meet individual needs

Ensure staff are aware of ELC Wellbeing hub, implement new centre Mental Health Policy and individual risk assessments as part of termly supervision meetings

Reintroduce Stay, Play and Learn sessions for parents in accordance with Covid guidance

Parent meetings regularly – online, telephone and/or outdoors as restrictions allow

Keeping parents informed on FB page, webpage BLOG and notice board at front of centre  
Questionnaires to ascertain parents feedback on communication methods used and their effectiveness.

Re-establish links and visits with local care centre

Re-establish visits to local park

As restrictions allow, arrange visits from professionals for children’s individual care and learning needs

**Who will lead this? What is the timescale? (Details of responsibilities and timescales)**

All staff to support children and have responsibility for this with own keyworker task. Review termly  
**Chloe to lead on this**

All staff to support keyworker children. **Audrey** to gather and collate information from child’s plans and any other action plans.

Policy implemented by February 2022  
RA’s being used at Supervision from November 2021  
Ongoing sharing of resources from ELC Wellbeing HUB at team meetings. Regular Supervision support.  
**Audrey to lead on this**

First session (outdoors) September 2021 and ongoing through year. **All Staff**

**Keyworkers**  
September 2021, February 2022 and May 2022

Weekly – **all staff**  
**Sian** – gather questionnaires

**Sian** to co-ordinate visit programme with care centre manager. **All staff** to accompany children to visits and provide support. First visit September 2021 and on-going if restrictions allow.

**All staff.** First visits from September 2021 and throughout year as restrictions allow.

**Audrey** to arrange and liaise with keyworker/parent suitable time. Information to be shared with relevant people and any actions carried out throughout the year

**Audrey** to stay informed of local and national guidance and RA to be changed in accordance with this. **All staff** to follow procedures. Ongoing throughout year

<p>Providing enhanced cleaning regimes in centre as per Covid guidance</p> <p>Develop new cleaning and infection control check lists</p> <p>Re-introduce Transition programmes for new children starting nursery and for the preschool children starting school.</p> <p>Redo Aims, Vision and Values of centre to involve stakeholders</p>	<p><b>Audrey</b> to develop checklists. All staff responsible for completing daily check lists October 2021</p> <p><b>Chloe</b> to lead on this in discussion with receiving schools, new parents, keeping in line with latest guidance <b>All staff</b> to support with transitions. January 2022</p> <p><b>All staff involved in this process.</b> Rebranding of centre June 2022</p>
<p><b>Expected resource needs</b></p> <p>Grant funding sought to fund rebranding – new signage, headed paper, uniforms etc...</p>	

**How will we know if our priorities have been met and what evidence will we have to inform our next annual Improvement Plan review? How will the evidence be gathered?**

Developmental Overviews

Learning Journeys

Floorbooks

Observations of children and discussions with children

Questionnaires to parents

Feedback from staff meetings

Care Plan meetings with parents

Links with Health Visitor

Stay, Play and Learn feedback

Photographs

Feedback from care home manager, staff and residents – photos and comments from children

Self-Evaluation records

Staff supervision records and individual mental health risk assessments

Comments from children, feedback from parents and questionnaires regarding transition programme

**Who will lead this monitoring and evaluation? What is the timescale?** *(Details of responsibilities and timescales)*

Audrey will lead the monitoring and evaluation – ongoing throughout year at staff meetings (termly)

All staff responsible for collating and gathering evidence from children to ascertain Health and Wellbeing levels.



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