

ELC IMPROVEMENT PLAN

SESSION 2023/24

Name of Setting:

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.

Date of last review: ____ June 2023

Review of improvements 2022-23 *(A brief summary of action points, evaluation, impact and next steps)*

Fostering strong family engagement links:

1. Develop a family engagement calendar
2. Parents to be involved in setting/ evaluating their child's learning challenges throughout the year.
3. Parent workshops in collaboration with other external professionals involved in the development of children
4. Stay, Play & Learn sessions with various curricular focuses
5. Open Evening – to provide the opportunity for current and potential new families the opportunity to look around the centre prior to their child starting
6. Centre Aims, Values and Visions to be redone in collaboration with all centre users
7. 'Look What I Can Do' sheets sent home to allow families the opportunity to share home successes.
8. Monthly floor book sharing sessions with parents
9. Transitions strengthened

Evaluation & impact:

1. Family Engagement calendar developed alongside annual planner. Termly activities and opportunities for family engagement developed and shared with parents through blog, newsletters, and social media sites. This has enabled a consistent involvement of parents throughout the academic year.
2. More regular care plan meetings with parents have enabled us to involve parents with their child's individualised learning journey. Now that these have moved back to face-to-face staff have noted that their connection and relationships with parents have been strengthened.
3. Unfortunately, due to staffing and budget constraints, along with resources being stretched for external professionals we have been unable to offer these workshops. This will be a priority we carry forward to session 2023-2024
4. We offered three stay and play sessions. One with a focus on Numeracy, one literacy and the third health and wellbeing. These sessions were well attended by parents and allowed them an opportunity to learn about the various curricular focuses, have time with their child in the nursery setting and speak with staff. Handouts were developed and given to parents on the focus area which allowed them an opportunity to continue learning experiences at home. Parent feedback was all very positive, and ideas have been gathered for future sessions.
5. We were unable to hold an open evening last session, this will be a priority we carry forward for session 2023-2024
6. Our vision, values and aims have been partly reviewed but are still in draft form. Views from parents and new children from 2023-2024 session will complete this.
7. We have had a good response from the 'Look What I Can Do' sheets. Sheets were displayed in the foyer area and were available for parents and children to see and read. The children displayed huge pride and excitement when their achievement was shared. We are looking forward to continuing with these this coming session.
8. Floor books were available for parents to look at it. We hope to build on this focus again this year as parents were reluctant to comment in the floor books. Feedback from this suggests they were unsure of what to write – cloud comments will be used this coming session to help parents with ideas about what to write.
9. A full transition to school and transitioning to nursery took place. All children starting at nursery settled well because of this transition programme and it allowed staff time with parents to gain an understanding of need, likes and preference prior to their start date. Keyworker and friendships groups were identified during transition which enabled positive relationships to be established prior to start dates.

Next Steps:

1. Workshops and open evening to be offered in session 2023-2024 now that staffing constraints have stabilised.
2. Complete the review of 'Vision, Values & Aims'
3. Continue to build on the contributions from home and shared learning approaches with parents through learning journeys and floor books.
4. Continue to develop communication methods with parents.

Improvement Priority Title

Develop Literacy and Numeracy provisions indoors and outdoors.

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

- 1.3: Leadership of change
- 2.2: Curriculum
- 2.3: Learning, teaching and assessment
- 2.5: Family learning
- 2.7: Partnerships

National Standard

- 5.1: There is open and regular communication with parents and carers about the work of the setting and families are meaningfully involved in influencing change

A Quality Framework for Daycare of Children, Childminding and School Aged Childcare

- 1.3 Play and learning
- 1.4 Family Engagement
- 2.1 Quality of the setting for care, play and learning.

Realising the Ambition

- 5.3 Considering the learning environment.
- 5.4 Leading through learning together with families.
- 6.4 Literacy, Numeracy and Mathematical thinking

Health and Social Care Standards

- 1.27 I am supported to achieve my potential in education and employment if this is right for me.
- 1.38: If appropriate I can choose to make my own meals, snacks, and drinks, with support if I need it and can choose to grow, cook, and eat my own food where possible

Please add any other reference document:

Every day's a learning day (Education Scotland)

Number and Number Processes (Education Scotland)

Read, Write, Count resources.

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

Observations and developmental overviews of children to benchmark progress and highlight areas for further support and/or challenge.

Feedback from parents and families

Feedback from children about their learning and experiences

Feedback from staff

Stronger partnership working with families.

What actions will we undertake? <i>(Details of how you aim to achieve the desired impact)</i>	Who will lead this? What is the timescale? <i>(Details of responsibilities and timescales)</i>
<p>Collaboration work with families:</p> <p>Highlight resources to parents such as: Parent Club, 'Every day's a learning day' (Education Scotland) Sheets developed by James McTaggart for school starters: 'Starting School... somethings to try'.</p> <p>Workshops for parents to attend with a literacy and numeracy focus.</p> <p>Stay, Play, and Learn sessions with the focus on Literacy and Numeracy. These will allow families the opportunity to gain simple literacy and numeracy ideas and to join their child in the nursery setting.</p> <p>Numeracy and Literacy take home packs. These packs will contain games and activities for parents to try with their children at home.</p> <p>Interactive numeracy/literacy wall: to be developed in the foyer area for families to use interactively with their children. Children can bring items in from home (tickets, labels, shopping lists, birthday cards etc...)</p> <p>Book reviews by children on display from home lending library.</p>	<p>Audrey (From October 2023)</p> <p>Audrey (From October 2023)</p> <p>Sian to organise dates (From September 2023 and termly) Room Leaders to develop sessions.</p> <p>Audrey and Sian (From November 2023)</p> <p>Room Leaders to develop wall. All keyworkers to encourage children to take in items (From November 2023 through year)</p> <p>Keyworkers to choose appropriate books to be sent home and gather in the reviews and feedback. (From October 2023 and termly)</p>
<p>Outdoor area:</p> <p>A washing line area to be created. Children can create number and alphabet lines to both develop their number awareness, matching skills and recognition of number while developing fine motor skills in readiness to write by using small pegs.</p> <p>Measuring area to be created with items such as: measuring tapes, rulers, string, ribbon, pipe cleaners, clipboards and writing materials and laminated measuring cards. Through role play children will develop concepts of measure, size, develop mathematical concepts such as bigger/smaller/taller/shorter.</p>	<p>Aimee and Iris (From October 2023)</p> <p>Melissa and Aimee (From October 2023)</p>

<p>Develop story corner outdoors using soft furnishings and books that represent different languages and cultures.</p> <p>Mark making stations available throughout the outdoor area.</p> <p>Indoors:</p> <p>Develop finger gym activities to help strengthen the small finger muscles in a readiness to write.</p> <p>Develop snack experience: Snack menu with words and pictures Snack menu recorded by child on talking tin and scribed. Cards indicating names of food. Snack self-registration Graphs of favourite foods Cards to indicate amounts. Matching and sorting when setting table Children to be involved with preparing snack (cooking and baking)</p> <p>Develop construction/loose parts area. Challenge cards made ('make a tower with 10 bricks etc...') Step by step instructions on model making, use bricks to make graphs, put numbers on bricks (encourage building in order) Use house plans/clipboards etc... to encourage house design.</p>	<p>Marika, Emma and Jenna (From October 2023)</p> <p>Audrey & Sian (From October 2023)</p> <p>Chloe (From January 2024)</p> <p>Room leaders to create and all staff to implement. (From October 2023 and through year)</p> <p>Kerry & Melissa (From October 2023)</p>
<p>Expected resource needs.</p> <p>Printable resources/laminating pouches Velcro for self-registration at snack Bags for making take home packs. Variety of cultural books String, rulers, measuring tapes. Mark making items. Finger gym items</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?

- Weekly evaluations and other evidence within the self-evaluation floorbook
- Observations of children which document progression in learning
- Children's questionnaires
- Verbal feedback from parents
- Parental questionnaires
- Online surveys to parents, carers
- Parent comments on observations
- Feedback from local schools
- Feedback from speech and language therapists
- Staff questionnaires and feedback
- Staff meeting minutes.

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

Management will monitor and record progress regularly. This will be shared at monthly staff meetings.