



# Improvement Plan 2020-2021

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Head of Centre: Tannie Mitchell/Karina Mackay

August 2020

## Improvement Planning in the Early Years

## Early Years Centre: Stornoway Primary Early Learning & Childcare Centre

Priority 1	Link to How Good is our Early Learning and Childcare?	Overall responsibility
	2.3 (QI – 1.1, 5.1, 6.4, 8.3, 9.2)	Head of Centre: Christeen Macleod/Tannie Mitchell
Target	Impact on Learners	Timescale
To continue improving the service through self - evaluation	<ul style="list-style-type: none"> <li>Through a robust system of self-evaluation monitor the progress of the nursery setting in ensuring it meets the needs of our service users</li> <li>Evaluate the impact of interventions to support children’s development</li> </ul>	2020-2021

Priority 2	Link to How Good is our Early Learning and Childcare?	Overall responsibility
	3.2 (QI 3.1, 7.2, 9.4)	Head of Centre: Christeen Macleod/Tannie Mitchell
Target	Impact on Learners	Timescale
Using loose parts, developing the learning environment, including outdoor opportunities and focusing on the new nursery extension and development	<ul style="list-style-type: none"> <li>Providing opportunities to explore learning and make sense of world through real-life contexts. Begin to understand the importance and relevance of skills.</li> <li>Provide daily opportunities to have a variety of experiences outdoors including scope for physical development as well as exploring natural resources.</li> <li>Children’s learning opportunities will improve through the continued professional development of all staff.</li> </ul>	2020-2021

Priority 3	Link to How Good is our Early Learning and Childcare?	Overall responsibility
		Head of Centre: Christeen Macleod/Tannie Mitchell
Target	Impact on Learners	Timescale
<b><u>ELC/ School based Partnership Project</u></b> Developing a Progressive Approach to Reading for Enjoyment	<ul style="list-style-type: none"> <li>A whole school approach to enjoyment of reading should be established, taking pupil voice into consideration.</li> <li>Enjoyment and choice should be embedded across the school.</li> <li>Reading for Enjoyment should be a daily occurrence and pupil reading experiences should be shared and celebrated.</li> <li>Pupils should have access to quality examples of literature.</li> </ul>	2020-2021

## *Vision*

To create an ELC where children learn through play in a happy, creative, healthy and fun environment.

## *Aims*

*To give every child the best possible start in life, Stornoway Primary ELC will:*

Provide a safe and stimulating environment where children are respected, valued and included in all aspects of ELC life.

To enable each child to develop their full potential as successful learners, confident individuals, responsible citizens and effective contributors in a high quality learning environment.

To consult with children and build on partnerships with families, the community and other agencies to provide support for all.

To promote our children's health and well-being, encouraging self-esteem and a respect for diversity and a fairness in life.

To promote, develop and celebrate Gaelic language and culture throughout the ELC and wider community.

Priority 1	Link to How Good is our Early Learning and Childcare?	Overall responsibility
	1.1 (QI –2.2, 2.3, 3.2, 3.3)	Head of Centre: Karina Mackay/Tannie Mitchell
Target	Impact on Learners	Timescale
<p>To continue improving the service through self-evaluation</p>	<ul style="list-style-type: none"> <li>• Through a robust system of self-evaluation monitor the progress of the planning and delivery of the curriculum to ensure it meets the needs of our children</li> <li>• To support and develop staffs confidence and understanding of the curriculum.</li> </ul>	<p>2020-2021</p>
<p><b><u>Measures of Success</u></b>                      There will be a clear vision for continuous professional development                      Children’s learning experiences will be upheld and improved through the Nursery’s reflection on practice</p> <p><b><u>Resource Requirements</u></b>                      Peer assessment                      Professional reading by staff                      In-service day training</p> <p><b><u>Professional Learning</u></b>                      Use of Education Scotland website                      How Good is our Early Learning and Childcare                      Building the Ambition                      Communication Friendly                      Nurturing principles</p>		

Action	Timescale	Resource Requirements	Person Responsible	Monitoring and Evaluation Arrangements	Tasks required	Progress Update
Continue a robust system of self - evaluation with a focus on the quality indicators within “How Good is our Early Learning and Childcare”. Evidence 3 QI’s throughout the year. Identify strengths and areas of improvement	On-going staff meetings/training sessions during the year.(see staff meeting/training rotas/plans)	Management, Nursery staff	Management Staff Including play-leaders Nursery key workers	<ul style="list-style-type: none"> <li>• Feedback from staff</li> <li>• Information from parents and children</li> <li>• Setting reasonable next steps</li> </ul>		
To audit and assess our practice for QI focus.	On-going	Monitoring procedures by staff and management	All staff	<ul style="list-style-type: none"> <li>• Observations and individual meetings with staff</li> <li>• Staff observations</li> </ul>		
Review and measure impact of interventions, such as support plans, challenge for children. Work alongside ASN teacher, other agencies	On going Review – Jan 2021 May 2022	CPD Courses available In-house Training	All Staff	<ul style="list-style-type: none"> <li>• Review meetings</li> <li>• Assessment information</li> <li>• Tracking</li> </ul>		
Ensure staff in each room undertake an improvement methodology project	Terms 3 and 4 Review – Feb and May 2022	Spreadsheets Evidence of project	All staff Management	<ul style="list-style-type: none"> <li>• Audits</li> <li>• Review meetings</li> <li>• Supervision meetings</li> </ul>		

Priority 2	Link to How Good is our Early Learning and Childcare?	Overall responsibility	
	3.2 (QI 3.1, 2.2, 2.3, 2.7)	Head of Centre: Christeen Macleod/Tannie Mitchell	
Target	Impact on Learners	Timescale	
Using loose parts play, developing the learning environment, including outdoor opportunities with a focus on the new nursery extension and development	<ul style="list-style-type: none"> <li>• Providing opportunities to use loose parts play to explore learning and make sense of world through real-life contexts. Further understand the importance and relevance of a skills led approach.</li> <li>• Provide daily opportunities to have a variety of educational experiences outdoors including scope for physical development and exploring natural resources.</li> <li>• Children’s learning opportunities and experiences will improve through the continued professional development of all staff.</li> </ul>	2020-2021	

**Measures of success**

Evidence of changing practice  
 Evidence in planning

**Resource Requirements**

Inservice days/staff time  
 Resource Materials identified

**Professional Learning**

Professional reading  
 Education Scotland Website  
 Loose parts document  
 Sharing of good practice  
 Literacy and Numeracy strategies

Action	Timescale	Resource Requirements	Person Responsible	Monitoring and Evaluation Arrangements	Tasks required	Progress Update
Evaluate and audit the current learning environment offered to children to enhance access to loose parts play throughout the ELC	On-going	Meetings with Staff Observations of playroom practice Observations of the outdoor learning environment and practices.	Management	Questionnaires to parents Feedback from children and staff		As a staff we identified a task for QI 2.3 which is to ensure all areas in the playroom are resourced with loose parts.
Learning session for staff to further increase knowledge of using documents relating to Loose Parts Play in order to plan effectively	Term 1 2020		Management	Staff will show increased knowledge of the curriculum. Introduce Progression Pathways		
Review of planning to ensure Outdoor Education is effectively implemented	On-going throughout the year	CNES Outdoor Education Support workers	Management	Staff will show increased knowledge of the curriculum outdoors		

Priority 3- jointly linked with school project	Link to How Good is our Early Learning and Childcare?	Overall responsibility	
		Head of Centre: Christeen Macleod/Tannie Mitchell	
Target	Impact on Learners		Timescale
<p>Developing a Progressive Approach to Reading for Enjoyment</p>	<ul style="list-style-type: none"> <li>• A whole school approach to enjoyment of reading should be established, taking pupil voice into consideration.</li> <li>• Enjoyment and choice should be embedded across the school.</li> <li>• Reading for Enjoyment should be a daily occurrence and pupil reading experiences should be shared and celebrated.</li> <li>• Pupils should have access to quality examples of literature</li> </ul>		<p>2020-2021</p>
<p><b>Measures of success</b>                      Evidence of changing practice                      Evidence in planning</p> <p><b>Resource Requirements</b>                      Inservice days/staff time                      Resource Materials identified</p> <p><b>Professional Learning</b>                      Professional reading                      Education Scotland Website                      Sharing of good practice                      Literacy and Numeracy strategies</p>			



Action	Timescale	Resource Requirements	Person Responsible	Monitoring and Evaluation Arrangements	Tasks required	Progress Update
To develop a motivating and challenging reading environment across the ELC which will include informal, inviting spaces for reading	On-going	New resources bought for each room to encourage reading indoors and out	Management All staff			
To develop reading skills at all stages so that children will be equipped to listen to or watch texts which they enjoy and find interesting and subsequently, will be able to explain why they have a preference for certain sources	On-going	Audit of reading materials Provide a range of different reading resources e.g. audio books, books in different languages/nationalities	Management All staff			
To develop Emerging Literacy approaches across the setting	On-going	Emerging Literacy resources	Management All staff			
To encourage parental involvement in reading activities both in the ELC and home.	On-going	Book Bag library system to go home  Parental sessions  BookBug	Management All staff			

**Statutory self-evaluation and ELC improvement plan self-evaluation**

<b><u>Quality Indicator</u></b> <b>1:3</b> <b><u>Leadership of change</u></b>	
<b><u>Evaluation</u></b>	<b><u>Evidence</u></b>

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<b>Quality Indicator 2:3 Learning, Teaching and Assessment</b>	
<b><u>Evaluation</u></b>	<b><u>Evidence</u></b>

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<b>Quality Indicator</b>	<b>3:1</b>	<b>Ensuring Wellbeing, Equity and Inclusion</b>
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<b><u>Evaluation</u></b>	<b><u>Evidence</u></b>

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**Quality Indicator                      3:2                      Securing children’s progress**

<b><u>Evaluation</u></b>	<b><u>Evidence</u></b>
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