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| **Clerkhill ELC Improvement Planning 2020-2021**  Focus Areas | | | | |
| **Focus area** | **Priorities** | **How are we doing?** | **How do we know?** | **What are we going to do now?** |
| **1**  (Linked to School Priority 1)  HGIOELAC  2.2  2.3  2.4  3.2  HSCS  1.14  1.15  1.19  1.23  1.27  2.27  3.13 | 1.2 Personalised planning and support. We would like to further develop and embed literacy and communication throughout our setting. Furthermore, we will enhance our care and support plans to ensure they clearly log the development and impact of supports in place for children.  1.3 Play and learning. To ensure every child has their individual needs and interests met, staff will review and enhance our observation and assessment skills and processes. | 7/9/2020 - As a team we know our children well and are confident in their needs and how to recognise when there are changes in their needs both emotionally and developmentally.  21/9/2020 - We are confident in the process of the planning in the moment system, however staff at times lack confident in the observation process and how to create meaningful next steps.  As a team we need to further develop the use of care and support plans to better aid children’s development. | After discussions as a staff team and a review of children’s care plans and immediate needs, we discovered that there seemed to be a higher than normal number of children presenting some concerns with their speech and language. We noticed that most of our children with English as an additional language were very quiet and were not speaking much at all. Due to this we decided as a team that we needed to switch our focus from emotional and social wellbeing to literacy and language development.  During an informal staff meeting, some staff raised concerns with their confidence in observations, assessment, and next steps.  Staff are aware of care plans however, our current care plan format has been in use for some time and could do with a review to make the document more accessible and easier to track the impact of supports provided for children. | 1. Assess children’s confidence in literacy and communication, using benchmarks to establish a baseline for each child. – 18/9/2020 – Andy and Kelly to create baseline formatand then full team to complete baseline assessments. 31/10/2020 2. Highlight and focus on the key areas where confidence is needed. – 2/11/2020 – All staff will work together to assess the findings of benchmarks to identify focus areas. 3. Create activities that can be done through everyday play to develop and enhance literacy and communication. – 31/10/2020 4. Re-assess children’s confidence in literacy and communication to establish if there have been developments in their literacy and communication skills. - 18/12/2020 – All staff to complete baseline assessments again with their key children. Then analyse to measure any progression. 5. EYSP and EYLP will carry out an audit of observations, next steps, and assessments. 1/11/2020 6. Following audit, we will offer focused support, and training for staff. 20/11/2020 7. We also intend to try peer on peer observations to support staffs progress. 25/12/2020 8. A new care plan system is to be set up and trialled 31/10/2020 9. Feedback from parents and staff is needed to measure the effectiveness of tracking supports required and what impact these supports have made to children development. 30/11/2020 |
| **Focus area** | **Priorities** | **How are we doing?** | **How do we know?** | **What are we going to do now?** |
| **2**  (Linked to School Priority 2)  HGIOELAC  3.1  2.7  HSCS  3.20  3.21  4.16  1.29  4.18 | 1.1 Children are safe and protected.  Due to the recent Covid-19 pandemic we need to be aware that this event could have had a significant impact on children and their wellbeing mentally, emotionally, and physically. We need to ensure that we are teaching children how to be resilient and how to take care of their wellbeing.  1.4 Family learning and engagement.  We need to ensure that parents feel supported during these very daunting and uncertain times. We need a focus on clear and consistent communication with parents. We also need to look at how we take learning into the home environment. | We have been making use of the SHANARRI wellbeing indicators to remind children of the importance of being safe, healthy. Etc.  We have been discussing the impact being away from nursery and our friends has had on others.  We made use of Facebook and text messaging to keep parents up to date with the latest guidance, advice and what the children had been doing at nursery. This was especially important as due to the pandemic parents could not enter the nursery as they normally would.  During the lockdown staff read stories for the children and came up with suggestions for activities that they could do at home with their families. | Children are able to recognise our ‘SHANARRI spoons’ when we are discussing things like crossing the road and healthy snack.  Children brought in pictures from home that they had made during the lockdown, they also brought in pictures of friends and family that they had not seen during the lockdown. We discussed how we were feeling not being able to see the ones we love. Children were able to tell staff how they were feeling with an understanding of the feelings they were experiencing.  Parents commented on our Facebook page, praising staffs communication and use of technologies to keep parents involved in their child’s day at nursery.  We received a lot of praise for the efforts we made to engage children in learning with their families. | 1. We intend to embed SHANARRI indicators better throughout the nursery environment. 30/11/2020 2. We want parents to understand what the SHANARRI indicators mean for their children. To do this we need to find an easy to understand format that parents can relate to and understand. 30/12/2020 3. We need to further develop depth to children’s understanding of their own wellbeing. 30/11/2020 4. To enhance links between the home and nursery environment we need to develop other means of shared learning and activities. For example, a home activity pack could be used to engage parents in their child’s learning. 30/12/2020 5. We intend to continue with our use of technologies to better communicate and interact with parents. We are looking to use the ‘Teams’ platform to carry out digital stay and play sessions with parents. The team’s system can be used to engage parents in the self-evaluation of the nursery. 30/11/2020 |
| **Focus area** | **Priorities** | **How are we doing?** | **How do we know?** | **What are we going to do now?** |
| **3**  (Linked to School Priority 5)  HGIOELAC  1.1  1.3  HSCS  4.7  4.8  4.19  3.14  2.2  1.6 | 3.1 Self evaluation for self-improvement.  We need to further develop our self evaluation to enable children to have positive experiences and meaningful interactions.  5.1 Children’s wellbeing and rights.  Through robust self-evaluation we should be able to better support and include families and children in our setting. | We have a robust improvement plan that focuses on the areas we felt as a team we needed to further develop.  We are confident in the learning opportunities we provide for children through the set up of our environment and interactions with children. | Staff are confident in our strengths and areas for development. This was apparent when deciding our focus areas for the coming year. Staff all agreed on the same development areas.  Through group observations it has been clear to see that we have a high level of engagement with our children and that they are progressing in their own development and learning. | All staff will be involved in the development of our self-evaluation and will take an area of responsibility for developing. 30/11/2020  We need to develop how we involve parents, children, and the wider community in our self-evaluation. We will achieve this through the development of our improvement calendar. 30/12/2020 |

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| Improvement Plan Question 1: How good is our care and learning?  HGIOELAC -  Health and Social Care Standards – | | | |
| **Description** | **How are we doing?** | **How do we know** | **What are we going to do now?** |
| * 1. Children are safe and protected.   This indicator focuses on ensuring children are safe, secure and protected from harm through working with families, partners and the wider community. It includes helping children to become resilient and considers how staff are tackling the impact of adverse early childhood experiences.    This highlights the importance of how staff take account of local and national policies to ensure the safety and protection of children.    It is about ensuring people have the capacity to competently respond and action wellbeing, child protection and safeguarding concerns. |  |  |  |
| **Description** | **How are we doing?** | **How do we know** | **What are we going to do now?** |
| * 1. Personalised planning and support.   This indicator focuses on how personal planning reflects the holistic needs of each child to improve their wellbeing and support positive outcomes. It highlights the importance to involve children and their families in making decisions about their care and development. Staff are skilled at identifying and supporting children with specific challenges. It considers how planning and assessment ensures appropriate, proportionate and timely support, including specialist input where required. It focuses on the need for effective communication and for children to be well supported at times of change and transition. | 7/9/2020 - As a team we know our children well and are confident in their needs and how to recognise when there are changes in their needs both emotionally and developmentally. *HSCS 1.14 ‘My future care and support needs are anticipated as part of my assessment.’*  Grade –Good. | We came into the August term expecting children to require support with their social and emotional wellbeing. We worried that children would struggle with their emotions as they may have been anxious leaving their parents after 6 months of isolation. We anticipated children perhaps having difficulty negotiating and engaging with one another. However, we have found children to settle into the routine of nursery with a low impact on their emotional wellbeing. We noted that children were happy to see their friends again and were able to socialise and play together seamlessly.  After discussions as a staff team we discovered that there seemed to be a higher than normal number of children presenting some concerns with their speech and language. We noticed that most of our children with English as an additional language were very quiet and were not speaking much at all. Due to this we decided as a team that we needed to switch our focus from emotional and social wellbeing to literacy and language development. | 1. Assess children’s confidence in literacy and communication, using benchmarks to establish a baseline for each child. – 18/9/2020 – Andy and Kelly to create baseline formatting and then full team to complete baseline assessments. 2. Highlight and focus on the key areas where confidence is needed. – 2/10/2020 – All staff will work together to assess the findings of benchmarks to identify focus areas. 3. Create activities that can be done through everyday play to develop and enhance literacy and communication. – 26/10/2020 4. Re-assess children’s confidence in literacy and communication to establish if there have been developments in their literacy and communication skills. - 18/11/2020 – All staff to complete baseline assessments again with their key children. Then analyse to measure any progression. |
| **Description** | **How are we doing?** | **How do we know** | **What are we going to do now?** |
| * 1. Play and learning.   This indicator focuses on children’s right to play and the impact of this on their wellbeing and development. Staff provide a high-quality learning environment for children that is very well matched to the stages of children’s development. All children experience play and learning which is rich in early language, literacy and numeracy which promote better outcomes for children.    It highlights the importance of placing the needs and interests of children at the centre of their play and learning.  It includes how skilled staff build on children’s natural curiosity, learning and creativity. It highlights the importance of a very good understanding of child development, theory and practice.    Effective use is made of observation and evaluations to inform children’s future learning and identify their progress through play. Together these ensure that children’s successes and achievements are maximised. |  |  |  |
| **Description** | **How are we doing?** | **How do we know** | **What are we going to do now?** |
| * 1. Family learning and engagement.   This indicator focuses on engaging with and empowering families in learning together. The emphasis is on working in partnership to support families to achieve positive outcomes through health, wellbeing and learning programmes.  The learning programme is most effective when it is highly relevant to children and families and has been shaped by their engagement. It highlights the importance of children and families building resilience and feeling loved, safe and respected so that they realise their full potential. It recognises families’ differences and responds without judgement. |  |  |  |
| Improvement Plan Question 2: How good is our setting?  HGIOELAC -  Health and Social Care Standards - | | | |
| **Description** | **How are we doing?** | **How do we know** | **What are we going to do now?** |
| 2.1 Quality of the setting for play and learning.  This indicator highlights the importance of having an inspiring setting in meeting children’s individual needs and aspirations. It makes clear the importance of children having an active role in influencing the layout of the setting and in shaping their experiences and activities throughout the day. It positively supports children to access play and learning opportunities that will impact on their development, health, wellbeing and happiness. Staff understand the importance of providing daily outdoor play opportunities. The indoor and outdoor setting reflects a risk benefit approach to children’s play, learning and development. |  |  |  |
| **Description** | **How are we doing?** | **How do we know** | **What are we going to do now?** |
| 2.2 Outdoor play and learning.  This indicator reflects the extent to which the setting makes effective use of outdoor spaces to maximise children’s play and learning.    It highlights the importance of children accessing nature and outdoor play to promote their wellbeing, language skills and overall development.    Positive approaches to the benefits of risky play underpin effective outdoor play and learning experiences. |  |  |  |
| Improvement Plan Question 3: How good is our leadership?  HGIOELAC -  Health and Social Care Standards - | | | |
| **Description** | **How are we doing?** | **How do we know** | **What are we going to do now?** |
| 3.1 Self-evaluation for self-improvement.  This indicator underlines that rigorous self-evaluation is the responsibility of all involved in the life of the setting. It highlights the importance of working with partners to promote self-evaluation for continuous improvement. It emphasises the need for strong leadership and a shared understanding of strengths and areas for improvement. A key factor is how well self-evaluation leads to high quality care and support tailored towards the needs of children and families |  |  |  |
| **Description** | **How are we doing?** | **How do we know** | **What are we going to do now?** |
| 3.2 Leadership of play and learning.  This indicator relates to the leadership of improvements in play and learning. Leaders understand the importance of empowering children to lead their own play and learning. It is about how children follow their own ideas and interests in their own way and for their own reasons. This promotes wellbeing, early language, literacy and numeracy ensuring their progress in their learning and development.    It focuses on the importance of a shared ethos and commitment to developing high quality play based on children’s needs and interests. This is achieved through observation approaches that place children at the centre of planning and evaluation. |  |  |  |
| **Description** | **How are we doing?** | **How do we know** | **What are we going to do now?** |
| 3.3 Quality assurance and improvement are led well.  This indicator highlights the need for leaders to ensure an ambitious, shared vision which focuses on improvements and positive outcomes for all.    Effective quality assurance leads to high standards of care and learning for children and families. There is a strong ethos of continuous improvement which enhances the delivery of high-quality practice leading to improved outcomes for all.    Leaders take account of local and national policy when planning for continuous improvement and change. Leaders have the skills and capacity to drive improvement |  |  |  |
| **Description** | **How are we doing?** | **How do we know** | **What are we going to do now?** |
| 3.4 Leadership and management of resources.  This indicator highlights the importance of effective leadership of all people within the setting. Wellbeing and pastoral support are enhanced through leadership that fosters positive and inclusive relationships for all. It focuses on the importance of having the right number of people with sufficient time and appropriate skills to meet the needs of children and families. Resources and finances are effectively managed to sustain and maximise the best outcomes for children and families. |  |  |  |
| Improvement Plan Question 4: How good is our staff team?  HGIOELAC -  Health and Social Care Standards - | | | |
| **Description** | **How are we doing?** | **How do we know** | **What are we going to do now?** |
| 4.1 Staff have the right skills, knowledge, and values to support children and their families.  This indicator focuses on the ability of staff to build strong relationships with children and families. It highlights the importance of skilled interactions to promote children’s confidence and development. It looks at how staff development and reflective practice is promoted through high quality supervision and support. Professional learning is well planned, reviewed and matched to identified needs and draws on local, national and international evidence and research.    It looks at how staff’s practice is underpinned by the Health and Social Care Standards; and relevant codes of practice. This is used to foster a culture where children thrive and flourish. |  |  |  |
| **Description** | **How are we doing?** | **How do we know** | **What are we going to do now?** |
| 4.2 Staff have been recruited well.  This indicator focuses on applying safer recruitment procedures to ensure that trained, competent and skilled staff are employed to promote positive outcomes for children. It focuses on how policy, guidance, legislation and Health and Social Care Standards, are used to ensure that each child is protected, safe and receives the right support and care from staff. It recognises that retaining a stable, high quality and motivated workforce is essential for the delivery of effective support for children. It highlights how induction programmes support and guide work roles and responsibilities. |  |  |  |
| **Description** | **How are we doing?** | **How do we know** | **What are we going to do now?** |
| 4.3 Staffing levels met children’s needs, with staff working well together.  This indicator focuses on ensuring that trained, competent and skilled staff are present and deployed effectively to promote positive outcomes for children. It highlights the importance of considering the complexity of individual children’s needs in addition to the wider group and circumstances. Routines and use of available space whether indoors or outdoors are planned for appropriately. |  |  |  |
| Improvement Plan Question 5: How good are our outcomes for all children?  HGIOELAC -  Health and Social Care Standards - | | | |
| **Description** | **How are we doing?** | **How do we know** | **What are we going to do now?** |
| 5.1 Children’s wellbeing and rights.  This indicator focuses on providing an overall evaluation of the impact of your work with children and families. It considers how improving outcomes has a positive impact on the lives of all children and families’ health, wellbeing and learning. It highlights how the rights of children and families are respected and promoted within the setting. It supports you to identify key strengths and areas for future improvement. It helps you to consider achievements and success in your setting when promoting positive outcomes for children and families. It recognises that self-evaluation is an integral part of continuous improvement. It relates to the Scottish Government’s core purpose to promote: a fair, smart, inclusive Scotland, where everyone can feel at home, where fair work helps businesses to thrive and create jobs, where poverty rates are amongst the lowest in Europe, and where there is genuinely equal opportunity for all. |  |  |  |
| **Description** | **How are we doing?** | **How do we know** | **What are we going to do now?** |
| 5.2 Children progress and achieve.  This quality indicator focuses on providing an overall evaluation of the impact of work with children and families. It considers how high-quality early learning and childcare contributes significantly to enhancing children’s development, successes, achievements and progress as they grow and learn. It supports leaders and staff to identify key strengths and areas for future improvement. It helps leaders and staff to consider how well children are empowered to achieve and be confident and thrive |  |  |  |