



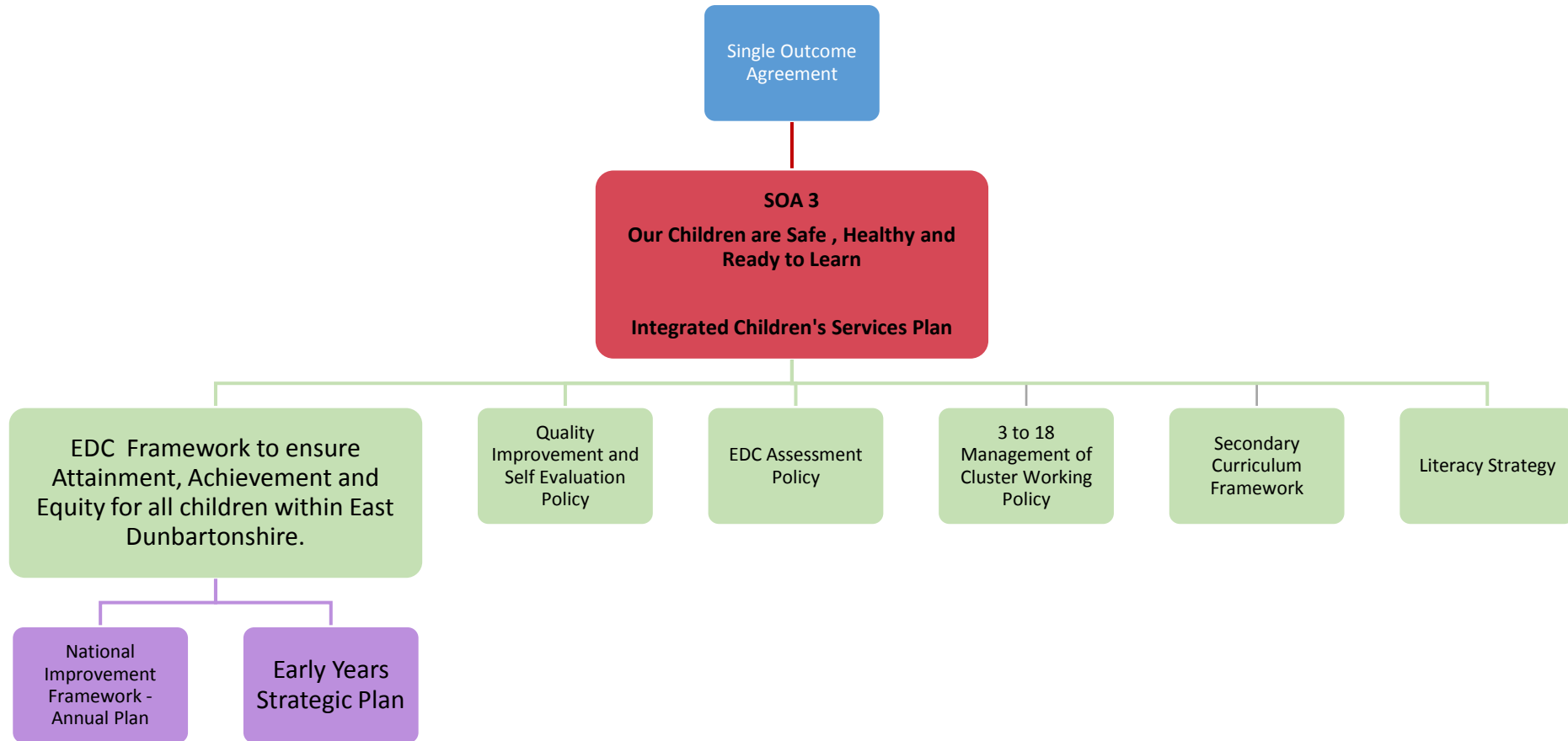
Establishment: Cleddens Early Learning and Childcare Centre



IMPROVEMENT PLAN

LEONA STEWART

Policy and Planning within the Education Service



Vision

We are committed to making the child the centre of our work at Cleddens, where children have the right to a safe, happy and healthy environment. We will foster good relationships with parents and carers, recognising the importance of strong partnerships between home and nursery. We aim to provide opportunities to improve outcomes for all children through providing appropriate support and a consistent approach to learning, ensuring children reach their full potential as Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

Aims

- Provide a safe, happy care and learning environment for children up to the age of 5 years.
- Ensure children receive high quality learning opportunities which build on children's interests, personalities, talents and abilities.
- Manage transitions between home and nursery and between stages within the nursery.
- Provide opportunities for parents, carers and the wider community to participate in the life of the centre.
- Provide opportunities for learning through play both indoors and outdoors, providing opportunities for children to apply skills in a range of circumstances.
- Children are encouraged to develop resilience through making decisions, problem solving and setting goals.
- Develop children's awareness of diversity in the community and respect for each other's values and customs.
- Ensure staff and other adults provide a good role model in their relationships with others.
- Self evaluate to enhance our performance.

Curriculum

Provide a safe, happy care and learning environment

High quality learning that builds on children's interests, personalities, talents and abilities

Interdisciplinary learning across the areas of the curriculum

Through strong pedagogy provide quality opportunities for learning through play both indoors, outdoors and in the community

Encourage the use of natural open ended resources

Curricular Pathways

Considerate environment for space and pace that is appropriate for young learners and takes account of their individual needs

Flexible, child centred, responsive planning for learning

Balance of support and challenge and setting goals

Relationships

Settling in procedures and Transition information and practices

Home visits for under 3's

Open evenings and parents meetings

Keyworker relationships with parents and information sharing through everyday talk to learning journeys'

Parent Groups; Triple P

Social events and fundraisers

Staff Role Model relationships with others

Highly motivated and considerate staff

Curriculum Rationale Cleddens EL&CC

Reflection

Cluster working

Staff PDR Targets

Access to training

Embed reflective practice through professional reading and update

Peer mentoring

Career long learning

Quality Improvement

Targets from improvement plan – improved outcomes for children

Care inspectorate guidance from inspections

Self evaluation processes using How Good is Our Early Learning and Childcare to ensure positive change

Practice Guidance from Building the Ambition

Environment

Shared Vision, values and aims to reflect aspirations of parents/practitioners and children

Warm and welcoming with a positive ethos

Safe, happy and healthy environment

Management of resources and areas

Spaces to meet individual needs; Cocoon Room, Sensory Room and outdoor space

Opportunities to risk assess and develop resilience

Overview of Establishment Priorities and Targets

	Establishment Improvement Priority	Targets
1.	Vision values and aims	*Communication
2	Curriculum	*Moderation across learning To embed the moderation cycle as part of the planning for learning, teaching and assessment for all children within the centre. Ensuring a coherent approach to moderation of standards and expectations across both Turnbull and Bishopbriggs clusters and within the Centre To ensure there is a strong programme for parental involvement within the Centre that allows parents to feel included, valued and well informed about their child's progress *Paths *Word aware *Homelink reading
3	Literacy and English	Ensure that reading activities are embedded within the whole centre, through environmental print, rhythm and rhyme, reading resources, expressive language and opportunities for home link Work alongside BB cluster to audit current resources for learning through reading

Improvement Priority 1	Vision Values and Aims
QIs/Link to EDC Early Years Strategic Plan	

Targets
<p>To review the vision values and aims of the setting in line with current legislation and the nursery setting therefore to continue improving the service through self evaluation and in creating a shared approach to children’s learning.</p>

Action	Timescale	Responsibility	Resources	Progress Update
<p>Continue a robust system of self evaluation with a focus on the quality indicators within “How Good is our Early Learning and Childcare”. - The Learning Environment</p>	<p>Ongoing Initial focus on the learning environment and aims August 2018</p>	<p>Management, Nursery teacher and staff time in playrooms</p>	<p>Observations and individual meetings with staff Staff observations</p>	
<p>Questionnaires to staff parents and children on priorities for children</p>	<p>August 2018</p>	<p>Management Staff Including room seniors</p>	<p>Staff, child and parent feedback and evaluations/ Workshops</p>	
<p>Identify what makes the nursery unique and what we want to achieve for</p>	<p>August to December 2018</p>	<p>All staff</p>		

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our children and families				
Assess the nursery environment and ethos using Scotland's Play Strategy and Building the ambition	Initially at August in service and monthly throughout the year	All staff Monitoring to be carried out by SMT	Develop monitoring strategy for assessment Time during in service	
Collate all information and develop new vision and aims as necessary	January 2019	SMT	Staff meetings	

Improvement Priority 2	Curriculum
QIs/Link to EDC Early Years Strategic Plan	2.3 Learning, teaching and assessment 2.7 partnerships 1.1 self evaluation for self improvement Early Years Strategic Plan – Workforce development 2.5 Family learning 3.1 ensuring wellbeing, equality and inclusion Early Years Strategic Plan – Family Learning

Targets
To build capacity for all Early Years Practitioners within the moderation cycle to improve outcomes for children through Learning, Teaching and Assessment
To engage families in the learning taking place within the Centre for children and offer opportunities to take part in sharing ideas and working alongside children

Action	Timescale	Responsibility	Resources	Progress Update
Opportunities to revisit the moderation cycle and enhance practitioner knowledge of its' purpose	August in service	HoC	Time during the August in service Moderation template and moderation cycle Some examples from the west partnership moderation event	
Use of moderation template throughout the Centre as part of the self evaluation and reflection process for staff	Ongoing throughout the year	HoC Nursery teacher Depute	Time for staff to plan, observe and reflect on practice Meeting with management staff to review	

<p>Review 3-5 planning to incorporate benchmark statements to ensure there is coherence for the E's and O's and skills selected for the medium term plan</p>	<p>August onwards</p>	<p>Nursery teacher to lead working party group of staff</p>	<p>Time for practitioners to meet to match benchmarks to experiences Data from previous in service day in February</p>	
<p>October In service opportunities to work alongside Bishopbriggs Cluster in moderation event – using moderation template</p>	<p>October in service</p>	<p>HoC in collaboration with Bishopbriggs cluster management team</p>	<p>Staff to attend moderation event as per BB Cluster improvement plan Use of moderation template and moderation cycle</p>	
<p>Opportunities to work on project with Turnbull cluster as per cluster plan on moderation of numeracy and literacy across the early level</p>	<p>Opportunities 4 X per year</p>	<p>HoC in collaboration with Turnbull cluster management team</p>	<p>Time to meet with cluster practitioners to moderate learning and for peer visits</p>	
<p>Further develop homelink reading resources</p>	<p>End of August 2018 onwards</p>	<p>Playroom Seniors Parent Helpers Staff project</p>	<p>Audit current library resources Develop a small working group of parents Opportunities for staff training and students to support project</p>	
<p>Further implement PATHS during story time,</p>	<p>October - onwards</p>	<p>PATHS coordinator Support staff</p>	<p>Support from Educational Psychologist</p>	

group time and snug area			Training offered through authority or coordinator to develop whole staff understanding.
Improvement Priority 3	Literacy and English		
QIs/Link to EDC Early Years Strategic Plan	HGIOELC Indicators: 2.2 Curriculum 3.2 Securing children’s progress 1.5 Leadership and management of practitioners Early Years Strategic Plan – ensuring quality		

Targets

We will ensure that children have access to positive reading materials that will improve their interest in reading. A selection of reading opportunities will be on offer to support activities provided to children and these will be moderated within the Centre and across cluster against experiences and outcomes and benchmark statements.

Action	Timescale	Responsibility	Resources	Progress Update
To audit reading programmes and materials available across the Centre	August to October 2018	Whole staff in 3-5 room led by senior and teacher	Time to review resources	
Support to staff on storytelling and story time	August in service 2018	Nursery teacher to lead in service training on story telling	In service day in August Support materials on 3 reads, rhythm and rhyme and word aware	
Review and monitor use of environmental print	Ongoing throughout session 2018	Whole staff with monitoring carried out by	Time set aside on teacher timetable	

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and books throughout the centre		nursery teacher	Monitoring form to include literacy Updates with HoC monthly	
Review any necessary training as it arises from monitoring	Ongoing throughout session 2018	HoC and nursery teacher Information from PRD's	Discussed at monthly reviews	