

Framework for Centre Improvement Planning 2022/23

	Section 1: Centre Information and 3 Year Improvement Plan Priorities		
Early Years Centre	Gartconner EYC		
Head Teacher / Head	Paul Manley		
of Centre	DHoC – Rachel Travers, Jan Robinson		
Link EY QIO	Leona Stewart		

Centre Statement: Vision, Values & Aims and Curriculum Rationale



Gartconner Early Learning & Childcare

Our Vision

'Where curious minds flourish and grow'

Our Values

We want everyone in the Gartconner community to be:

'Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible; and Included.'

Our Aims



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We will work together with children and young people, parents and the community to promote and maintain positive partnerships to maintain:

- Equity and equality for all as we value the rights of all children;
- Leadership at all levels;
- A safe, caring, happy, nurturing environment which enables everyone to aspire to do their best;
- A learning environment that promotes high quality experiences indoors/outdoors and in the local community;
- Childrens' and families' voices and opinions are respected and valued;
- Quality outdoor experiences that provide children with a learning environment that allows creativity, thought provoking ideas, and risk taking activities;
- Provide support through transition periods and build resilience;
- Continuous improvement to our service through rigorous self-evaluation.

As a team, the leadership team, staff, parents/carers and children will support one another to ensure that we meet our nursery aims and the vision of the Scottish Government to incorporate the principles of 'The Children and Young People (Scotland) Act 2014', 'Pre–birth to Three National Guidance', 'Curriculum for Excellence', 'Heath and Social Care Standards', 'GIRFEC', 'The Rights of the Child (UNCRC), 'Building the Ambition' and 'Realising the Ambition – Being Me' into our daily practice to give each child the best possible start in life, respecting their views and meeting their individual needs.

Useful Links -

<u>Part One:Services In Relation To Children At Risk Of Becoming Looked After And The Legal Framework - Children and Young People (Scotland) Act 2014:</u>
National Guidance on Part 12: Services in relation to Children at Risk of Becoming Looked After, etc - gov.scot (www.gov.scot)

elc2_prebirthtothreebooklet.pdf (stramash.org.uk)

What is Curriculum for Excellence | Policy drivers | Policy for Scottish education | Scottish education system | Education | Scotland



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Health and Social Care Standards: my support, my life - gov.scot (www.gov.scot)

Getting it right for every child (GIRFEC) - gov.scot (www.gov.scot)

United Nations Convention on the Rights of the Child (UNCRC): how legislation underpins implementation in England - GOV.UK (www.gov.uk)

<u>Building the Ambition: National Practice Guidance on Early Learning and Childcare - Children and Young People (Scotland) Act 2014</u> (careinspectorate.com)

https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf

	Looking F	Looking Forwards – 3 Year Improvement Plan Priorities Bullet point key priorities for the next 3 years			
Session 2022/23 2023/24			2024/25		
Priority 1	Family Engagement (Engaging families in learning)	Family Engagement- (Quality of family learning programmes)	Family Engagement		
Priority 2	Numeracy	Numeracy	Numeracy		
Priority 3	Learning for sustainability	Learning for sustainability	Learning for sustainability		



Section 2: Improvement Priority 1		
Early Years Centre	Gartconner EYC	
Improvement Priority 1	Family Engagement	
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Rachel Travers/ Jan Robinson. Collaborating with all stakeholders.	

NIF Priority	NIF Driver	HGIOELC QIs	EDC Service Plan 2021-24
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
Improvement in children and young people's health and wellbeing Placing the human rights and needs of every child and young person at the centre Choose an item.	parent / carer involvement and engagement Choose an item. Choose an item.	QI 2.5 Family Learning QI 2.7 Partnerships Choose an item.	Improvement in children and young people's mental health and wellbeing Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements
Family Champion (LM)	Triple P training to be confirmed
 Family Learning Co-ordinator (2-year-old room – AB) 	On-going training through EDC Professional Learning
 Family Learning Co-ordinator (3-5-year-old room – MH) 	in Early Years
 Children's wellbeing co-ordinator (Leadership Role – CH) 	Regular Parent Committee Meetings
Marvellous meals/ Big Chef Little Chef (MMc)	Regular Staff Meetings
	 Regular children's meetings, ensuring the child's input is valued.
	Ensuring parent/child's views are valued and
	actioned, where possible (i.e. surveys/questionnaires)



Professional Learning	Parental Engagement and Involvement
 Internal training, through inset days External training Authority will organise Triple P training EDC Professional Learning in Early Years Staff meetings Room ambassador meetings regularly 	 Regular Parent Committee Meetings Parent Consultation Meetings Regular Staff Meetings Ambassador meetings Face to Face Meetings Virtual meetings with multi agencies Continuous engagement through telephone/email and letters, if required. Robust enrolment procedures Personal Learning Plans (PLP's) Learning Journals Sway Parent/Children surveys Initiatives, such as Big Chef, Little Chef and Stay and Play sessions.



Outcomes/Expected	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Children to be confident and making progress in learning	 Nursery Teacher to continue to undertake detailed assessments All staff to observe, monitor and record children's progress and achievements 	 Initial observations before family engagement is reintroduced following Covid-19 restrictions Ongoing observations through learning journals Staff consultation with children Tracking and monitoring processes Observations post parental engagement being increased 	August 2022 – ongoing June 2023	
Children's wellbeing to be improved through family engagement	 Nursery Teacher to carry out assessments All staff to observe, monitor and record children's progress and achievements RT/JR to carry out ongoing playroom 	 Ferre Leaver assessments Observations on learning journals Monitoring pro-formas 	Sept/ Oct 2022 August 2022 - ongoing June 2023	



Families to be fully involved in the life of the service	monitoring focusing on wellbeing. RT/JR to consult with families to gain individual views on how they would like to engage with service Families to be reintroduced to entering the building post Covid-19 restrictions All stakeholders to be included in any decisions or aspects of the service Parent/carer children's views to be sought on planning Nursery Sway to be issued monthly Ongoing surveys to be issued to gain	 Pre survey to be issued Processes to be continually reviewed Parent/carers to feedback through learning journals Learning journals to reflect ongoing family engagement Face to face feedback Parent/carers & children voice included in planning process Parent/carers to comment on nursery sway Post survey to be issued 	August 2022 August/Sept 2022 July 2022
			June 2023
Children to benefit from ongoing initiatives	 RH to arrange Forest Kindergarten initiative MMc/ MH to oversee Big Chef Little Chef 	Block of 8 children attending Forest per term	August/ Sept 2022



	 LM (Family Champion) to ensure implementation of Triple P is embedded MH to arrange stay and play sessions AB to oversee initiatives in 2-3 room, new sessions to be introduced 	 Observations through learning journals Links to planning Parent/carer feedback through surveys/ face to face interactions Peer assessment Ongoing monitoring by DHoC/ SEYW Evidence in floorbooks 	Sept/October 2022 June 2023
Parents committee to be fully established	 MH (Family Learning Co-ordinator)/ HA (SEYW) to continue to engage with parents committee Regular meetings to be arranged Parents committee to input to any decisions involving the service 	 Questionnaires and surveys Meeting minutes Correspondence via email/ letters 	August 2022 August –ongoing June 2023



Section 2: Improvement Priotity 2					
Early Years Centre	Gartconner EYC				
Improvement Priority	nprovement Priority Numeracy				
2					
Person(s)	Who will be leading the improvement? Who will they collaborate with?				
Responsible	Rachel Travers/Jan Robinson. Continue strong links with Gartconner PS/ all stakeholders and other				
	centres.				

NIF Priority	NIF Driver	HGIOELC QIS	EDC Service Plan 2021-24
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
Improvement in attainment, particularly in literacy and numeracy. Choose an item. Choose an item.	school leadership parent / carer involvement and engagement Choose an item.	QI 2.3 Learning, Teaching & Assessment QI 2.2 Curriculum Choose an item.	Improvement in attainment in numeracy Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements
Numeracy Champion – (SD)	Outdoor numeracy resources – ensuring they are robust to
Numeracy Champion – (CC)	sustain all weathers.
Nursery Teacher – Elizabeth Wilson	Natural numeracy resources to create a bank of resources.
	Nursery Teacher/Numeracy Champions will give training
	and feedback from relevant training courses to support all
	staff with numeracy skills.
	Staff meetings – with a focus on creating a numeracy open
	day for parents/carers.



Professional Learning	Parental Engagement and Involvement
Numeracy training provided by EDC	Learning journals
Staff to access training online	Numeracy home link bags
In-house training	Numeracy workshops
Shared learning process	Open event
Peer assessment	Stay and play sessions – specifically targeting numeracy
Staff to model best practice through video recording experiences and sharing	2-3 rhyme sessions incorporating numeracy

Outcomes/Expected	Tasks/Interventions	Measures	Timescale(s)	Progress
Impact Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Improved attainment in numeracy	 Nursery Teacher to continue to carry out assessments Staff to provide ongoing numeracy experiences Numeracy to be across all areas including outdoors 	 Learning journal trackers Observations Garttrack – numeracy Planning Floorbook Nursery Teacher to attend meetings with primary to ensure clear links established 	August 2022 - ongoing	



	Links to Gartconner PS		June 2023
Children accessing the numeracy area freely	 Numeracy champions to ensure that numeracy area is revamped and replenished in consultation with children Ensuring area is inviting and resources are accessible Numeracy experiences to be available daily. 	 Natural resources will be used, where possible. Staff and children will create natural numeracy resources together (i.e. number stones) Numeracy champions will ensure all resources are at child level and are available continuously. Numeracy champions and staff will ensure resources are monitored and revamped, where necessary. 	Sept 2022 – ongoing June 2023
Numeracy in all areas	 Numeracy experiences to be available in all areas – cross curricular, including outdoor area. Ensuring outdoor numeracy resources are robust to sustain all weathers. Natural resources 	 Numeracy experiences/resources will be available for children in all areas of the environment. The environment will acknowledge numeracy in every area. (i.e. different sizes of utensils in the home corner for comparing sizes, measuring tapes in loose parts/construction etc) All staff will ensure numeracy outdoors is available for 	



		 children to incorporate actively within their play, ensuring it sustains the weather and resources will be replenished where necessary. Natural numeracy resources will be implemented to support the natural environment, where possible. 	June 2023
Children are able to identify numbers and count backwards and forwards	 Nursery Teacher will continue to work with small groups of children reinforcing counting skills. All staff will reinforce numeracy and mathematical skills in everyday practise. 	 Nursery Teacher will track and document children's progress – using Gartrack and the Learning Journal Tracker All staff will bring numeracy into everyday language with children – for e.g. discussing and comparing sizes, highlighting prepositions etc. 	August 2022 - ongoing June 2023
Children are able to apply problem solving skills using maths in everyday life.	 Nursery teacher will support staff with problem solving learning experiences for children. Numeracy champions will create a bank of resources to 	 Nursery Teacher will support numeracy champions and staff to apply learning experiences to develop children's problem solving within maths, focusing on every day skills such as weighing, sizes, time – yesterday/tomorrow/before/after etc. Numeracy champions will continue to build on appropriate 	June 2023



	support all children with numeracy.	maths resources, focusing on natural resources, incorporating child's choice.	
Improved home links in relation to numeracy	 Numeracy champions will reestablish home to nursery numeracy bags. (Postponed due to Covid-19) Nursery Teacher and numeracy champions will organise a numeracy open event for all stakeholders. Parent/Carers are actively involved with their children's learning progress through nursery to home initiatives. Monthly numeracy experience for all families. Stay and Play Sessions 	 Numeracy bags will be replenished as and when required. Numeracy champions will ensure all families have the opportunity to take part in the numeracy link bags. An open event will take place for parents/carers to attend with small workshops demonstrating examples of maths experiences that are on offer throughout the nursery day. Staff ensure all parents/carers have access to Learning Journals to receive regular updates. Parents/carers are further updated through Sway and we will continue to regularly give parents/carers the opportunity to have their input/give feedback through questionnaires. Nursery teacher/Numeracy champions will ensure a monthly numeracy experience is provided for all children and 	August 2022 – ongoing Sept 2022 – ongoing



	families to participate in through the learning journals. Numeracy champions will organise Stay and Play sessions with a focus on numeracy will return (postponed due to Covid-19) running 2 sessions per month for parents/carers to attend.	June 2023	
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	Section 2: Improvement Priority 3		
Early Years Centre	Gartconner EYC		
Improvement Priority 3	Learning for Sustainability		
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Rachel Travers/Jan Robinson and strong links with Gartconner PS		

NIF Priority	NIF Driver	HGIOELC QIs	EDC Service Plan 2021-24
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
Improvement in skills and sustained, positive school-leaver destinations for all Improvement in children and young people's health and wellbeing Choose an item.	school leadership Choose an item. Choose an item.	QI 2.2 Curriculum QI 3.1 Ensuring wellbeing, equality & inclusion Choose an item.	Improvement in children and young people's mental health and wellbeing Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements
Learning for Sustainability leadership (LR) Family Learning Co-ordinator (MH, AB) Children's Wellbeing Co-ordinator (CH) Eco School Leadership (LR, SD, LMcC, SMcB) Forrest Kindergarten Leadership (RH. HW) Loose Parts/Provocations for Play Leadership (LM) Makaton Champion (RR) Makaton/Nurture Champion (JK, KB)	Outdoor equipment for Science opportunities – (for e.g. magnifying glasses, microscope) Nature resources to support Bio-diversity – (for e.g. to create bird houses, bug hotels and hedgehog houses) Resources for planting and growing Resources to develop loose parts area.



Open event – covering all aspects of sustainability

Professional Learning	Parental Engagement and Involvement
Opportunities for staff to attend webinars and on-line training.	Learning Journals
In-house training	Microsoft Sway
n-set day training opportunities	Invite parents to join Eco committee
Sharing best practise with other centres within EDC	Invite parents/carers to support with outdoor learning –
Opportunity for staff to further develop knowledge on	building large apparatus, gardening etc.
UNCRC/GIRFEC (SHANNARI) – "Policy a Term"	Parents committee
Staff to model best practise through sharing experiences	Stay and Play sessions and Big Chef, Little Chef – Focusing
Ensure strong links with Gartconner PS	on sustainability.

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Children will be aware of the 3 focus points of our Green Flag Journey (Eco School Award) • Bio-Diversity	Learning for Sustainability (LFS) Co-ordinator will monitor and evaluate action points.	 Floor Books Questionnaires and surveys to gain feedback from all stakeholders. 	August 2022	



• Food • Litter	 Children's Eco committee will be further established. Children's voice and opinions are heard and valued. High quality learning experiences linking to the focus topics. 	 Wildlife audit in the outdoor area. Litter monitoring Observations from children's learning experiences. Recording children's voice/input via wall displays and floor books Minutes from Eco committee meetings Measuring and evaluating progress made from the Eco Schools action plan. 	August/Sept 2022 June 2023
Children will have a better understanding of their rights and what this means for them.	 Children's wellbeing co-ordinator and SMT will ensure all staff have the opportunity to upskill their knowledge on UNCRC and GIRFEC policies Continue to record the child's voice within the UNCRC floor book. Create provocations for play to enable children to 	 Create staff tasks exploring UNCRC and GIRFEC legislation and policy to ensure staff have updated knowledge and guidance. (Focusing on one per term.) Staff will provide purposeful learning experiences and provocations within the environment to build on the child's knowledge of UNCRC ensuring 	October 2022



	understand the concept of UNCRC in a child friendly manner. • Create a home to nursery link focusing on a chosen topic from the UNCRC • All staff will support inclusion for all.	this is conducted in a child friendly manner (i.e. exploring emotion stones/puppets to discuss children's feelings) Create UNCRC bags for home to nursery link, using a range of provocations relevant to the chosen article. All staff will support inclusion for all through awareness of each individual child's needs and requirements.	June 2023
Children will build resilience and confidence through outdoor learning.	 Loose parts/ provocations for play leadership will ensure children have the opportunity to participate in risky play. Staff will ensure loose parts supports independent learning, problem solving and creativity. Children will have the opportunity to be involved in planting 	 Develop new provocations in the outdoor area, focusing on children's interests ensuring parents/carers are involved in the process. Children will create their own risk assessments Liaise with the wider community and parents/carers to donate materials to 	August 2022



and growing produce that they will then use for healthy cooking experiences. Children will continue to measure the growth of our trees and plants (previously planted by staff and children) Children will continue to plant new crops. Children will continue to participate in Forrest Kindergarten.	build on the loose parts area. Further develop initiatives, such as Big Chef, Little Chef inviting parents/carers to participate in baking healthy recipes. Children will be involved in daily cooking and baking healthy recipes. Staff will ensure Fairtrade produce is used, where possible and children will be aware of the benefit of this. Eco school leadership will create a Fairtrade event for all stakeholders – for e.g. The Fairtrade Big Breakfast. Children will continue to plant and grow crops measuring their success. Parents/carers will be invited to join an Eco committee – possibly	
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		liaise with the parents committee. Children will continue to participate in Forrest kindergarten, developing lifelong skills. Staff will ensure cross curricular opportunities - linking forest experiences within everyday experiences in the outdoor area (for e.g. den building and animal watching) this will ensure continuity and progression for all.	June 2023
Children are confident participants within our sustainable food growing project.	 All children will be given the opportunity to participate within our sustainable food growing project All children will have the opportunity to revisit and observe during the food growing process Our learners will use freshly grown crops during healthy cooking experiences 	 All children will choose what they want to plant, followed by involvement in the planting process. Furthermore the children will learn about caring for the crops as they transition through the growing process. All children will participate in high quality cooking 	March/April 2023 June 2023



	and this will be shared with all stake holders. • All children will take ownership and responsibility of the resources within the environment.	experiences with the freshly grown crops. Parents/carers will be invited to participate in the cooking experiences with the children. Children and families will be involved in researching and sharing healthy recipes. All children will be supported by staff to adopt responsibility in caring for all resources, ensuring gardening materials are respected and stored away appropriately.	
Children's communication skills will be supported through learning Makaton.	 The Makaton Champion will upskill all staff with training sessions – learning new Makaton signing. All.staff and children will have the opportunity to learn knew signing on a weekly basis. 	 The Makaton Champion will continue to offer twilight on-line training to all staff to build on staff's knowledge. Makaton signage will be displayed throughout the environment. 	August 2022 August 2022 – ongoing



Continue to ensure the Makaton sign of the week is created. Continue to develop the Makaton Floor book Continue to link the Makaton sign of the week with Word Aware. Continue to link the signing with now and next boards and board maker symbols. Continue to liaise with families sharing the sign of the week.	The Makaton champion will work with a small group of staff and children to practise Makaton signing regularly throughout the week All children will have the opportunity to participate in the Makaton floor book The sign of the week is displayed on the Makaton wall and all children are made aware of this. The Makaton Champion will liaise with the nursery teacher to ensure clear communication when delivering Word Aware The Makaton sign of the week is updated weekly onto the learning journal for children and families to engage with. All staff will adopt an inclusive approach offering all children the
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	opportunity to learn Makaton as a way of supporting communication.	