



**Baljaffray Early Years Centre
Improvement Plan
2023/2024**

Framework for Centre Improvement Planning 2023/2024

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Baljaffray EYC
Head Teacher / Head of Centre	Lesley Rodden Susan Lyons, Michelle Brown
Link EY QIO	Kirsty Mahindru

Centre Statement: Vision, Values & Aims and Curriculum Rationale
<p><u>Vision</u></p> <p>Our staff team is committed to deliver high quality learning experiences for our children, and to build positive relationships with our families ensuring their children will achieve their full potential.</p> <p><u>Values</u></p> <ul style="list-style-type: none">• Be happy• Be kind• Be caring• Be responsible• Be respectful <p><u>Aims</u></p> <p>We aim to support our children’s wellbeing and place great value on their views, opinions, listening to them and acting upon them, whilst embedding the nurture principles throughout our practice.</p>

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Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2023/2024	2024/2025	2025/2026
Priority 1	STEM	STEM	STEM
Priority 2	Family Learning	Family Learning	Community Links
Priority 3	Wellbeing/ ASN	Children’s rights	Girfec/ Shanarri

Section 2: Improvement Priority 1	
Early Years Centre	Baljaffray EYC
Improvement Priority 1	STEM
Person(s) Responsible	Senior Management Team, collaborating with STEM Champions, staff, children, and families.

NIF Priority	NIF Driver	HGIOELC QIs	CI quality Framework QIs	EDC Service Plan 2023-2026
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<ul style="list-style-type: none"> Closing the attainment gap between the most and least 	School and ELC improvement	QI 3.3 Developing creativity and skills for life and learning	1.3 play and learning	Closing the attainment gap between the most and least disadvantaged
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disadvantaged children and young people; • Improvement in children and young people’s health and wellbeing Choose an item.				Improvement in attainment in numeracy and Maths Choose an item.
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Opportunities for Leadership		Resource Requirements		
Champion Roles, STEM, Literacy, Numeracy, outdoors		Environment/ Resource STEM Audit		

Professional Learning		Parental Engagement and Involvement		
Training opportunities for STEM, Literacy, Maths and outdoors.		Extend awareness and introduce our families to STEM. Parental volunteers Opportunities for parents to share their own knowledge and skills through planned sessions.		

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?	
Staff are confident in delivering a Play based pedagogy to develop the concepts and skills that are important for STEM Learning	Staff CPD Staff signposted to Education Scotland website and resources In Service Day training and sharing of provocations Visits to other centres	SMT monitoring of learning experiences, observations and children’s learning.	August 23 Ongoing	

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	Professional Reading			
Children have an understanding of STEM	All staff can support children, keeping up to date with trainings and any new initiatives	Observations Monitoring progress Professional dialogue with peers	September 23 Have an audit to begin and then again in Oct	
Children take part in STEM related activities <ul style="list-style-type: none"> • Lego Therapy • Digital Learning • Loose parts, tinker tables • STEM through stories • Math 	Staff provide provocations for all children age/stage appropriate Introduction of QR codes to enhance digital learning. Links with primary school initiative. Possible trip to Glasgow Science Centre Take part in British Science week 8 th – 17 th March 2024	Staff plan with children reflecting their interests/ideas using mind maps/test of change to gather evidence. SMT monitoring; LJ, LW, Observations. NT to take the lead in liaising with school	September 2023 Termly monitoring	
Garden Project – Enhance our growing area	Research plants, shrubs to plant and when. Choose plants to stimulate the children’s senses. Invite parents/ families in to help us develop this area.	Children’s voice - choosing and purchasing resources. Link to family learning – involving families in the garden project ----survey	September 2023 Ongoing	
Garden Project – Enhance our growing area	Grow our own vegetables	Explore the field to fork journey, highlighting the key stages.	September 2023 Ongoing	

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Section 2: Improvement Priority 2	
Early Years Centre	Baljaffray EYC
Improvement Priority 2	Family Learning
Person(s) Responsible	Family Champions, Health and Wellbeing Champions, SMT and all staff

NIF Priority	NIF Driver	HGIOELC QIs	CI quality Framework QIs	EDC Service Plan 2023-2026
<ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children and young people; 	Parent/carer involvement and engagement School and ELC leadership Choose an item.	QI 2.5 Family Learning QI 2.7 Partnerships QI 2.4 Personalised Support	1.4 Family engagement	Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements
Family Champion Leadership Roles – Susan & Lauren G All Staff Parent group committee established with parents, staff, and children. Families Connect, Word Aware, PAThS	Time Space Staff, children & families

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Professional Learning	Parental Engagement and Involvement
Leadership roles CPD	Curriculum Evenings Stay and Play Sessions Parents meetings/ Progress Updates Home links, Baljaffray bear, Fundraising Mystery reader extended to all family members

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?	
Parental involvement within the centre.	Stay and play sessions Sponsored events Christmas Fayre Christmas Show Parents meetings/ regular progress updates Curriculum evenings Graduation Gardening days Sports Day Annual Nursery trip	Parental consultation; sway, questionnaires, surveys, newsletters, evaluations/ feedback. Parent committee meetings Calendar of events shared with staff and families.	August 2023 Ongoing throughout the year.	
Home links	Baljaffray Bear Lending Library Home link bags linked to the curriculum & transitions. Tailored to individual needs; toileting, support/ challenge.	Home link feedback forms Questionnaires Survey Results Moments from home shared on LJ. Children’s voice.	August 2023 - Ongoing	

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	Mystery Readers Invite parents to come in and share their profession and skills.			
Wider Achievement celebrations	Encourage parents to upload achievements on Learning journals	Keyworkers will monitor Learning Journals and display achievements on our STAR wall. Achievements will be shared and celebrated with peers.	Ongoing	
Interactive family sessions/ workshops	Regular Consultation with parents regarding supports required/ needed. Supports offered to include. <ul style="list-style-type: none"> • Face to Face • Teams • Phone calls • Drop in sessions • Individual Support 	Questionnaires Evaluating and monitoring success. Family feedback Monthly data feedback shared with Supporting Families Team Collaborating and networking with Family Champions within the authority once a term.	October 23 – curriculum evening	

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Section 2: Improvement Priority 3	
Early Years Centre	Baljaffray EYC
Improvement Priority 3	Wellbeing, linking to inclusion and ASN
Person(s) Responsible	Nurture Champions, Autism Advisor, Health & Wellbeing Champions, SMT, Keyworkers

NIF Priority	NIF Driver	HGIOELC QIs	CI quality Framework QIs	EDC Service Plan 2023-2026
<ul style="list-style-type: none"> Improvement in children and young people's health and wellbeing; 	School and ELC improvement	QI 3.1 Ensuring wellbeing, equality & inclusion Choose an item. QI 2.4 Personalised Support	1.1nurturing care and support	Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	Resource Requirements
Champion roles identified through staff PDR'S. Autism Advisor – UNCRC, ASN, Health & Wellbeing CPD opportunities for practitioners and access to the professional learning calendar. PDSA continuation – Nurture, LCFE	Time Resources Training LCFE Strategies Multi agency working Support Plans

Professional Learning	Parental Engagement and Involvement
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<p>Annual Child Protection Update The Promise Staff understanding and effective use of RTA, UNCRC, Nurture, Care Inspectorate Quality Framework.</p>	<p>Regular consultation Progress updates, both formal and informal. Involvement and supported at all stages.</p>
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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<p>Outcomes for learners.</p>	<p>Activities agreed through PDR processes – e.g., leadership / champion roles. Professional Learning Learning and Teaching interventions</p>	<p>What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures</p>	<p>What are the key dates for implementation? When will outcomes be measured?</p>	
<p>Nurture</p>	<p>Continuation of our nurture journey and the use of the rainbow room. Nurture principles will continue to be embedded throughout the year, working on a termly basis.</p> <p>Weekly yoga and mindfulness sessions. Use of identified strategies,</p> <ul style="list-style-type: none"> • nurture approach • LCFE • Autism toolbox • GIRFEC • Teaching/Talking • Makaton 	<p>Nurture PDSA is ongoing Monitor the use of the rainbow room and children’s progress.</p> <p>Termly Ferre lavers observations</p> <p>Support Plans</p> <p>Monitoring/evaluating</p>	<p>August 2023 Termly review</p> <p>Ongoing</p>	

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<p>Child centred planning</p>	<p>Clear planning processes and initiatives. Capture children’s voice and acted upon. Differentiation to enable all learners to progress Support and challenge Children’s Rights are evident and threaded through planning processes.</p>	<p>Learning walks SMT monitoring and feedback to staff. Regular staff meeting to discuss children’s progress and next steps.</p>	<p>Monthly monitoring</p>	
<p>Collaborative working with other agencies</p>	<p>Access to other agencies with established links to professionals. Support For All meetings Team around the child meetings (TAC) Support plans led by Nursery Teacher supported by Keyworkers.</p>	<p>Regular meetings to ensure continuity and progression. Meeting Minutes Clear targets and milestones – KW to be involved in the progression and recording of these. Ferre Leavers to monitor progression.</p>	<p>Ongoing</p>	
<p>Staff wellbeing</p>	<p>Open door policy Relationship building Arrange termly check ins with staff. Mentor programme Continued recognition of staff skills and achievements- shared on our Employee of the Fortnight shoutout wall.</p>	<p>Observations SMT Monitoring Feedback from staff Questionnaires Wellbeing services</p>	<p>Ongoing Termly check ins</p>	

East Dunbartonshire: Education Service

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Centre Improvement Plans should be emailed to the link Early Years Quality Improvement Officer by Monday 26th June 2023