

Responsible Citizens

Auchinairn Early Years Centre

Effective Contributors

Centre 3-year Improvement Plan
2023-2026



Confident Individuals

Successful Learners

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Auchinairn Early Years Centre
Head Teacher / Head of Centre	Janet Brady
Link EY QIO	Leona Stewart

Centre Statement: Vision, Values & Aims and Curriculum Rationale
<p>Our Vision We aim to provide a safe, secure, nurturing, inclusive, fun learning environment in which children become capable, confident, resilient and responsible individuals.</p> <p>Our Values Family friendly, safe, secure and welcoming environment, in and outdoors Approachable staff, responsive, differentiated, open ended and challenging learning opportunities Motivated, highly skilled and supportive staff Inclusive Early Years Centre that treats all children and their families equally and with respect. Listening and reflecting and continuously improving on our previous best Your nursery, your community, your positivity</p> <p><i>'Tell me and I forget, teach me and I may remember, involve me and I learn'.</i> — Benjamin Franklin</p> <p>HGIOELCC 2.1 2.3 2.4 2.5 2.7 3.1 CI 1.1 1.2 1.4 UNCRC Article 3, Article 5, Article 6, Article 12, Article 18, Article 23, Article 24, Article 28, Article 29, Article 31</p>

Aims

- The learning environment will promote quality experiences indoors/outdoors and the local community.
- Children are empowered to be fully involved in their play and learning through skilled interactions of staff by extending and scaffolding learning
- Professional trained staff provide quality provocations in learning to open doorways for developing creativity, critical thinking, and meaningful questioning habits.
- Provide a safe, secure and nurturing setting where children feel valued and respected by positive role models.
- Provide support and help to develop resilience through all transitions.
- To create a community of staff, families and other professionals who will be actively involved in the nursery and contribute to children's learning and care.
- Our centre will have an ethos in which the wider community feel welcome, valued, consulted, respected and supported
- The centre will promote an enriched communication and language friendly environment where children, families are included and involved.
- Provide an environment with natural materials and resources for children to engage in calm learning both indoors and out.
- Quality outdoor experiences that provide children with a learning environment that allows creativity, thought provoking ideas, and risk taking activities

Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2023/24	2024/25	2025/26
Priority 1	<ul style="list-style-type: none"> United Nations Convention Rights of the Child (UNCRC) The Rights of the Child embedded in our practice 	The Rights of the Child embedded in our planning, floor books, Learning Journals and wall displays	Aim to be a Rights Respected Early Years Centre
Priority 2	<ul style="list-style-type: none"> Science Technology Engineering and Maths (STEM) including first ECO flag and woodwork sessions with parents 	Road to second Green Flag. Woodwork embedded in to the play space	Gain the second Green Flag and embark on the 3 rd Green Flag
Priority 3	<ul style="list-style-type: none"> Early Literacy, Early Numeracy and Wellbeing Language and Communication Friendly Environment (LCFE) re-established in the playrooms 	Language and Communication Friendly Environment fully established in the playrooms. ‘Wellcome’ speech and language resource used in playrooms. Targeted children identified. Parents groups and support classes established	Parents groups and support classes established with support from the Family Support Worker in the community centre .
Priority 4	<ul style="list-style-type: none"> Family Engagement - linked to family and community. Re-establishment of Parent Group Trips to the local and wider community re-established Parent workshops re-established Stay and Play sessions 	Fully engaged Parent Group Trips/ Excursions Fund Raising – Parent Group lead Stay and Play sessions	New fundraising strategies and opportunities to help others in our community

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Section 2: Improvement Priority 1	
Early Years Centre	Auchinairn EYC
Improvement Priority 1	UNCRC To ensure we are meeting the wellbeing needs of the children post Covid 19 pandemic. Focusing on the children's understanding of self, awareness of others and importance of knowing how to identify and manage emotions.
Person(s) Responsible	The senior management team collaborating with Health Visitors, Education Psychologist, Social Workers, Speech and Language Therapists and other appropriate agencies

CIF Priority	NIF Driver	HGIOELC QIs	EDC Service Plan 2021-24
Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing Choose an item.	school and ELC improvement parent / carer involvement and engagement Choose an item.	QI 3.1 Ensuring wellbeing, equality & inclusion QI 2.1 Safeguarding and Child protection QI 3.2 Ensuring children's progress	Closing the attainment gap between the most and least disadvantaged Improvement in children and young people's mental health and wellbeing Choose an item.

Opportunities for Leadership	Resource Requirements
Leadership roles for staff relating to UNCRC, Promoting Alternative Thinking Strategies Staff sharing leadership opportunities: Unfearties, speech bubbles, floor books, questionnaires, planning, Wellbeing Buddies, play experiences, trips and outings, room organisation, routines, Support and Challenge initiatives, parental partnership, wall displays, health and safety	Posters and leaflets for parents of the Right of the Child PATHS) Wellbeing, Outdoor Learning and Eco Schools Wellbeing Buddies/QR codes/GIRFEC drive -Wellbeing Buddies/Health drive -Family Connect/ -Triple P/QR codes/ Children Rights drive -Wellbeing Buddies/ Children Rights drive - Wellbeing Buddies -ASN nurture play/Health & Safety -Yoga/Wellbeing/Children Rights drive/Makaton -Centre wall displays/Family Connect

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Professional Learning	Parental Engagement and Involvement
Health and Wellbeing, Nurture, Oh Lila, Paths, Word Aware and Triple P Families Connect Training for identified staff	Parents room used for workshops on identified needs of parents and/or children, Triple P, Nurture, Word Aware, Families Connect.

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?	
Every child should feel valued and confident in their development. All children reaching their individual potential and knowing that adults and peers around them are proud of their achievements. Risky play encouraged	Star of the Week, Achievement Tree, art work displays, praise when tasks are accomplished. Children and staff set new 'rules' of play spaces.	The teacher, Early Years Workers and Early Years Support Workers observe all children and assess progress, challenging and supporting children's needs according to their age, stage and development. Ferre Laevers observations are completed twice a year to gauge all children's wellbeing	The DHOc creates a calendar for the year ahead (June) dates are put in place for Support for All, Locality Panel meetings, Staff PDR meetings (Initial, interim and final) dates. Important bank holidays and closures (Staff In Service days) Team Around the Child (TAC) meetings are set for August – October for returning children	
Children will fully understand 3 Rights –Access to water Right to Voice and feelings and Celebrate my Achievements	Children's Rights home learning bag. Wellbeing buddies embedded in play spaces	Questionnaires are given to parents on settling and care and support. Adaptation to practice to meet the needs of some children and parents. These questionnaires assess all children's behaviour at home and the wider community, giving staff a starting point at where children are socially and emotionally when they start nursery.		

Commented [LS1]: What will you put in place around risky play to support children? Then add a task/intervention and a measure

Commented [LS4]: I am unclear how the tasks link to the measures - maybe just the layout is not helping as everything is bunched together - can you make it clearer what outcome links to which task and the measures in place - Maybe bullet points would help to create a clearer picture.

Commented [LS2]: In here I think it would be good to say that you are focusing on 3 rights this year

Commented [LS3]: How will you introduce these rights - tasks/interventions. How will you measure the impact on the children

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Section 2: Improvement Priority 2	
Early Years Centre	Auchinairn EYC
Improvement Priority 2	STEM – ECO SCHOOL
Person(s) Responsible	The senior management team collaborating with STEM champion, staff, children and parents

NIF Priority	NIF Driver	HGIOELC QIs	EDC Service Plan 2021-24
<p>Delete / copy as required</p> <p>Closing the attainment gap between the most and least disadvantaged children Choose an item. Improvement in children and young people's health and wellbeing</p>	<p>Delete / copy as required</p> <p>school and ELC improvement parent / carer involvement and engagement Choose an item.</p>	<p>Delete / copy as required</p> <p>QI 3.3 Developing creativity and skills for life and learning QI 2.5 Family Learning QI 2.4 Personalised Support</p>	<p>Delete / copy as required</p> <p>Closing the attainment gap between the most and least disadvantaged Improvement in attainment in literacy Improvement in attainment in numeracy</p>

Opportunities for Leadership	Resource Requirements
STEM and woodwork PDSA groups established. Eco committee with parents, children and staff taking lead roles on organising activities to increase the prospect of Auchinairn EYC successfully gaining their first Green flag. Management taking the next step toward unlocking staff's potential and make leadership development a priority.	Boxes for recycling, eco committee badges, tools for woodwork to enhance the provision further.

Professional Learning	Parental Engagement and Involvement
Training opportunities for Early Literacy and Maths, Woodwork, Outdoor play and forest schools	Eco committee established with parents/carers

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Through woodwork play, this provides another media through which children can express themselves. As they construct, children are becoming artists, designers, architects, builders, and sculptors.	Create critical thinking problem-solving children, by allowing them to make choices, find solutions, learn through trial and error and reflect on their work. Encourage more girls in to woodwork. Empower children to feel empowered and valued by trusting they take responsibility to work with real tool.	The teacher, Early Years Workers and Early Years Support Workers will observe children and assess progress, challenging and supporting the children's imagination and creativity when using the wood bench A new PDSA team to work in conjunction with an EDC QIO to embed woodwork play through a sustainable approach.	February 22 – June 2024	
By recycling, we can minimise the number of harmful pollutants in the atmosphere by making sure these materials are kept away from landfills, which produce a lot of greenhouse gases. The main things that we recycle are: Paper, card, glass, bras and pants, crisp packets, batteries, old make up, glasses and clothes. Recycling jacket swap in corridor.	REDUCE REUSE RECYCLE New boxes in corridor for parent/carers, members of the public and centre organisations to recycle. Children will help count crisp bags, glasses, batteries and jackets to enhance their knowledge of number and counting, grouping items and work as a team to get to the correct information to relay to parent/carers and centre visitors.	The ECO committee (children and adults) will ensure that boxes are monitored and emptied regularly and sent to the various charities and parent/carers and centre users are kept up to date with progress	On going	
Sensory Garden re-established with a combination of a variety of plants, materials and features that stimulate all five senses. By considering textures, sounds and taste in addition to the more obvious sight and smell, you create a space that allows children and families experiences that outdoors healthy ways	Invite parents/carers in to garden to help re-establish the area. As the sensory garden relies on a wide range of plants that enhance the child's five senses, we will choose the right plants for the borders and planters.	The garden will be open to children and families 2023/4 after staff have revamped area	June 2024	

Commented [LS5]: How will you encourage more girls? What have you planned - add this to the tasks

Commented [LS6]: I have moved this to your measure

Commented [LS7]: Remember the impact statement should always refer to the impact on your children

Section 2: Improvement Priority 3	
Early Years Centre	Auchinairn EYC
Improvement Priority 3	Curriculum – Early Literacy, Maths and Well-Being LCFE
Person(s) Responsible	The senior management team collaborating with Early Literacy, Early Maths, Wellbeing and LCFE champions.

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
Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy. Improvement in children and young people's health and wellbeing	curriculum and assessment school and ELC improvement Choose an item.	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 2.5 Family Learning	Improvement in attainment in literacy Improvement in attainment in numeracy Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	Resource Requirements
Literacy, Maths and Health and Wellbeing champions established including Additional Support champion Leadership opportunities for staff Makaton, Room organisation, SALT strategies, ASN support, Nurture & Wellbeing, Support and Challenge initiatives, Play space routines	Workshop materials to facilitate parental learning Staff to use allocated budget to resource Literacy/Maths Interventions – Dough Disco/Story Stars/Maths groups Sensory equipment Bookbug sessions Outdoor sheds for Early literacy and math resources Kitchen island

Professional Learning	Parental Engagement and Involvement
Child Protection training, Learning Journal training	Parent Workshops planned for Story Stars – Reading with children

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Literacy PDSA Maths PDSA LCFE PDSA	Dough Disco – Promoting emergent writing workshop Early maths workshop Bookbug training
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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
All children to make progress with speaking and listening skills. Relevant staff trained in Makaton	Weekly Story Stars Intervention LCFE strategies implemented by all staff Wellcoms Assessments/Activities Bookbug sessions, Big Bedtime Read Introduce Makaton and bilingual books in to the play spaces Maintain organisation and labelling	Questionnaires pre and post intervention. Parent workshops and feedback.	Termly Intervention Groups identified after tracking. September – June	
Development of emergent writing skills	Weekly Dough Disco Intervention	Questionnaires pre and post intervention. Parent workshops and feedback.	Termly Intervention Groups identified after tracking September – June	
All children to make progress with early number skills	Weekly Number group times Targeted groups	Questionnaires pre and post intervention. Parent workshops and feedback.	Termly Intervention Groups identified after tracking September – June	

Commented [LS8]: Listening and talking

Commented [LS9]: Maybe here say if this is for all children or a specific age range - are your 2s included - if not what will you do for them

Commented [LS10]: Could you add in a bit more detail as to what this is? What initiatives are being used or is it lived experiences

Section 2: Improvement Priority 4	
Early Years Centre	Auchinairn EYC
Improvement Priority 4	Family Partnership
Person(s) Responsible	All staff, management and Family Champions

NIF Priority	NIF Driver	HGIOELC Q's	EDC Service Plan 2021-24
Closing the attainment gap between the most and least disadvantaged children Choose an item. Improvement in children and young people's health and wellbeing	parent / carer involvement and engagement Choose an item. Choose an item.	Q1 2.5 Family Learning Q1 2.5 Family Learning Q1 1.4 Leadership and Management of practitioners	Closing the attainment gap between the most and least disadvantaged Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements
Parent group committee established with parents, staff and children. Families Connect, Word Aware, Triple P and Paths champions working with families in Family Engagement initiative.	Meeting place, tea and coffee, staff, resources as needed in the

Professional Learning	Parental Engagement and Involvement
Forest School train the trainer sessions, Parent Involvement training	Family fun Night, The Big Scottish Breakfast, Curriculum evening, parents evenings, Stay and Play, Woodwork sessions

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<p>Develop strategies to increase parental engagement to ensure increased awareness of options available for EY provision. Revised communication strategies.</p> <p>Workshops/forums/parent & child sessions. Stay and Play time for parents with EYW supporting.</p> <p>Inclusion in wellbeing assessments & plans. Further develop supports for non-engaging parents EAL (English as an Additional Language), timing of parent meetings. Showcase progress in implementation of Nurturing approaches and Parental Engagement in the playroom. Link with community with opportunities for family engagement and involvement</p>	<p>Stay and play sessions Workshops for parents Curriculum evening for parents Triple P parenting programme Disco Dough Story Stars Open door policy Parents evenings Grandparents story time STV appeal BIG breakfast Family fun night Home Link Learning Fund raising opportunities Concerts Graduation Library trips Out and about in the local and wider community Home Link learning bags embedded Family learning initiatives.</p>	<p>Questionnaires to parents Children's voices Staff Questionnaires Questionnaires pre and post intervention. Parent workshops and feedback. Staff taking ownership through PDSA (Family Engagement) to ensure parental involvement in tasks and interventions. Intervention identified after tracking in Disco Dough and Story Stars.</p>	<p>August 2023 – June 2024</p>	

Commented [LS11]: Again here it feels like a statement rather than an outcome for children - can you say how these statements will improve outcomes for children

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