

Framework for Centre Improvement Planning 2023/2024

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Bearsden Early Years Centre
Head Teacher / Head of Centre	Catriona Smith (Headteacher) Claire White (Depute Head of Centre)
Link EY QIO	Kirsty Mahindru

Centre Statement: Vision, Values & Aims and Curriculum Rationale
<p>Bearsden Early Years Centre opened officially to children in August 2021. Bearsden Early Years Centre is registered to provide early learning and childcare for up to 95 children aged 2-5 years. This is split into 16 2–3-year-olds and 79 3–5-year-olds. We currently have 146 children on our register.</p> <p>The centre is open 50 weeks of the year from 8am-6pm. We provide quality early learning and childcare for children from the Bearsden and Milngavie locality. We began delivering the 1140 model when we opened in August 2021. In line with the local authority, children are offered five sessions over the week, covered by 1140 funding. Families then have the option to pay for ‘wrap’ care.</p> <p>The centre has been designed to make best use of both indoor and outdoor play, with an internal courtyard that can be used in all weathers. In addition, a covered mezzanine level can be used flexibly with lots of open space and natural light. Children are encouraged to free flow between the indoor and outdoor areas including the garden.</p> <p>The Early Years Centre is overseen by the Head teacher, Catriona Smith, Bearsden Primary School. Claire White is Depute Head of Centre, leading the day to day running of the centre, supported by two Senior Early Years Worker, 1 Nursery Teacher, 27 Early Years Workers (some who work part-time), and 2 Early Years Support Worker, this equates to 24.80 FTE. have one full time Clerical assistant, 1 part-time clerical assistant (term time only), a Housekeeper, Buildings Manager and 2 janitorial assistants.</p> <p>The staff appointed to the centre before we opened have created our vision and aims, building on those from the primary school. Our vision is to create a nurturing environment, which celebrates the important work of children’s play. Providing a high quality, broad and balanced, inclusive curriculum that enables all children to achieve their full potential, building strong foundations of knowledge and understanding, supporting them in making a valuable contribution to society.</p> <p>The values for Bearsden Primary and Early Years Centre are:</p> <ul style="list-style-type: none"> • Respect • Honesty • Fairness

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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	Ensuring high quality learning experiences underpinned by the rights of the child	Rights Respecting Schools Awards increasing children's participation	Rights Respecting Schools
Priority 2	Family Partnerships	Nurture/ Language and Communication Friendly	Sustainability- Eco Flag
Priority 3	Curriculum	Learning, Teaching and Assessment	Learning, Teaching and Assessment

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Section 2: Improvement Priority 1	
Early Years Centre	Bearsden Early Years Centre
Improvement Priority 1	Ensuring high quality learning experiences underpinned by the rights of the child
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Catriona Smith (Headteacher), Claire White (Depute Head of Centre), Early Years Teacher

NIF Priority	NIF Driver	HGIOELC QIs	CI quality Framework QIs	EDC Service Plan 2023-2026
<ul style="list-style-type: none"> Improvement in attainment, particularly in Literacy and Numeracy. Closing the attainment gap between the most and least disadvantaged children and young people 	Curriculum and assessment Performance information	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Ensuring children's progress	1.1 nurturing care and support 2.2 Children experience high quality facilities 3.1 Quality assurance and improvement are well led 4.3 staff development	Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Placing the human needs and rights of every child and young person at the centre of education
Opportunities for Leadership			Resource Requirements	
DHoC/SEYWs- Lead all staff in embedding routines for smooth and safe running of the centre. Ensure the environment is facilitating children’s learning, encouraging independence and choice in activities. EYWs- PDRs linked to leadership roles such as Literacy/ Numeracy Champion. All EYWs to have area of responsibility within EYC to develop			Playroom/ garden resources from centre budget	
Professional Learning			Parental Engagement and Involvement	
Ferre Laevers Training Accessing Early Years Training calendar Linking with the Early Level Support Teachers (ELSTs)			Parent / Carers will be involved in self-evaluation via forms questionnaires.	

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<p>Realising the Ambition- build staff knowledge Linking with other centres, sharing good practice. Professional reading – Threads of thinking, Cathy Nutbrown Provocations for Learning in Early Years Settings, A Practical Guide, Margaret Longstaff</p>	<p>Parent / Carers will be invited to participate in stay and play sessions and feedback on the environment sought.</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>Learners will experience an inviting environment that encourages them to make progression across all experiences and outcomes.</p>	<p>Environment audits carried out to identify where development required. This will be supported by the EYSTs. Staff will use continuous provision planners and area audits regularly to self-evaluate their area. This will help determine next steps.</p>	<p>Regular environment audits will identify progress and areas for development. This will lead to resources being ordered termly as required and ensure resources are available for children.</p>	<p>Starting in August 2023, then every 2 months as staff move areas.</p>	
	<p>Ferre Laevers training for all staff to make quality observations, identifying support needed to plan purposefully and effectively to ensure children’s progress</p>	<p>Staff observations of the environment</p>	<p>Inservice Day 1 14th August</p>	

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		and children’s interactions lead to improvements in the environment Observation training from Education Scotland		
	Challenge and support for children will be identified by the EYT/ EYWs and plans made to support this. Professional reading on Realising the Ambition and Curriculum for Excellence Early Level to ensure staff are providing appropriate challenge for children.	Tracking/ planning meetings between EYT and EYW. SLT observations of playrooms	September 2023 and ongoing throughout session	
	Training on provocations and invitations to play given to EYWs from PT/EYT. Sharing of good practice will be encouraged through an online folder. PT/EYT will work alongside staff to model uplevelling provocations.	Evidence will be seen in floor books and in children’s journals of the improvements to play provocations.	In-service Day 3 13 th October	
	Loose parts play and deconstructed play resources will be sought from parent group and used to enhance the environment in the EYC.	Opportunities for loose parts / deconstructed play will be enhanced.	Request this from parents in August and build on this throughout session.	

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	Staff training on resetting play opportunities throughout the day will be given by leadership team. Seniors will lead on this on the floor.	Play provocations will be of a high standard at all points throughout the day. SLT observations as part of the quality assurance calendar, learning journals and floorbooks will all evidence this.	August 2023 (ongoing throughout session)	
	All staff will have a champion role to support centre improvement and development. Use of the professional learning calendar for staff to have training in their champion role where needed.	PDRs August 2023 will identify roles for all staff.		
Children will experience a nurturing environment that promotes their independence.	Free flow play opportunities to be available for all children. Up-dated risks assessments for the use of the garden from 8am will be completed.	All areas available to all children.	July 2023	
	Staff to be clear on the routines needed to allow all children access to areas (moving areas out if closing an area). Staff to encourage children to be responsible for areas to allow them independence in their play so that adults are not required at all play offers. Staff will ensure resources are available for children to be able to manage this without an adult. All staff clear on roles and responsibilities.	In observations, both from staff and SLT, all areas are available to all children. Children leading their own learning will be	August 2023 Inservice Day 1 then ongoing in session	

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		observed and plentiful resources available for children. Staff to identify resources required to allow children independence.		
	Lunchtime routines will allow children choice of when to eat, promote independence in serving their own food and allow for a relaxing lunch. Staff promote a sense of belonging and support social interactions. Ensure enough plates/ cutlery to allow children to have best experience and they can be involved in the set up for lunchtime. Napkins for all children. Professional reading for staff on Mealtimes, Choking guidance https://hub.careinspectorate.com/media/5018/elc-practice-note-4-mealtimes.pdf?utm_medium=email&utm_source=govdelivery	Observations of lunchtimes will demonstrate a relaxed environment where children can develop their independence.	August 2023, then ongoing through session.	
	Sleep routines will be reviewed to ensure children are able to be safely monitored and have enough personal space.	Sleep spaces will be provided that allow children to have a restful period.	August 2023	
	Cosy spaces throughout the centre will be created to allow children an opportunity to choose when they require this.	From observations, there will be cosy spaces available throughout the centre.	September 2023 then monitored termly.	

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Section 2: Improvement Priority 2	
Early Years Centre	Bearsden Early Years Centre
Improvement Priority 2	Family Partnerships
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Claire White (Depute Head of Centre), Annemarie McGrory (Senior Early Years Worker), Nicole Carberry (Senior Early Years Worker), Family Champion

NIF Priority	NIF Driver	HGIOELC QIs	CI quality Framework QIs	EDC Service Plan 2023-2026
<ul style="list-style-type: none"> Improvement in attainment, particularly in Literacy and Numeracy. Placing the human rights and needs of every child and young person at the centre of education; 	Parent/carer involvement and engagement School and ELC improvement	QI 2.5 Family Learning QI 3.1 Ensuring wellbeing, equality & inclusion	1.4 Family engagement 1.5 effective transitions 2.1 Quality of the setting for play and learning	Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Placing the human needs and rights of every child and young person at the centre of education

Opportunities for Leadership	Resource Requirements
Champion roles for staff Seniors to lead learning on the floor with the EYWs Early Years Teacher (EYT) to lead the staff team Children should be leading their own learning	Home learning bags
Professional Learning	Parental Engagement and Involvement
Family champion training Home learning opportunities	Parents involved in life of centre- both formal and informal

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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?	
Families will be feel involved and informed about the life of the centre.	Changes to drop off and pick up will allow parents/ carers into the centre, allowing for informal relationships to build.	Feedback from parents about the new routines. Staff feedback on how effective this is and any changes/ improvements required.	August 2023	
	Update all Care Plans to include Wellbeing Indicators and ensure all staff using this in planning for children. Settling meeting introduced for all children within 6 weeks of starting.	Care plans are reflected in EYWs plans.	August 2023 Inservice Day 1.	
	Create a welcome pack using mainly digital methods to ensure parents can access this as and when they require also allowing for timely updating.	Information gathered will be easily accessible and in one place for parents.	Compile welcome pack by Aug 2023	
	Curriculum newsletters will inform parents about the planned learning for the children. This will be compiled by the EYT.	Questionnaires will be issued for parents to evaluate how useful this is, and improvements to be made.	October 2023	
	Curriculum evening for parents to be held and run by EYWs.	Glow form to be issued after this	October 2023	
	Literacy, numeracy, health and wellbeing home learning bags will be established by the SEYWs.	Evaluation forms to be completed by families. Parent / child engagement. Children’s comments.	Literacy, Numeracy and Health and Wellbeing bags to be in place by	

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			August, going home to families in September. Ongoing throughout session.	
	SLT will ensure effective home links through newsletters, emails, Twitter and learning journals. SLT to develop EYC website for communication with families.	Parent questionnaires to evaluate communication and identify next steps.	Ongoing throughout session.	
	Parents drop-in sessions to be introduced to form relationships with parents and between other parents.	Monitoring of attendance and issues raised. Communications improved through 'you said we done' within newsletters, notice boards and other communication methods as a result	September 2023 then ongoing throughout session.	
	E-journals Robust monitoring to be implemented to ensure High Quality observations are shared with parents by EYWs	Observations published show a clear learning journey for each child, linked to experiences and outcomes. Support from PT from school to support with the curriculum content.	Monthly monitoring by SLT	
	Stay and Play sessions to be organised throughout the session to allow parents to work alongside their children.	Glow forms to be issued after each visit.	October 2023 then ongoing throughout session	
	Staff representative for parent council. Parents' group to be established. Parent Council representative sought to join	Forms questionnaires gauging parent feedback. Minutes from parent group meetings.	Parent group to be established by October break. Programme of	

	the Parent Council within the Primary School. Programme of events including fund raising and learning opportunities to be organised and implemented.	Observation of events, engagement with events	events to be scheduled and in place by October. First event taking place after October break. Annual calendar then produced and shared with staff and parents detailing dates	
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Section 2: Improvement Priority 3	
Early Years Centre	Bearsden Early Years Centre
Improvement Priority 3	Curriculum
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Claire White (Depute Head of Centre), Early Years Teacher

NIF Priority	NIF Driver	HGIOELC QIs	CI quality Framework QIs	EDC Service Plan 2023-2026
<ul style="list-style-type: none"> • Improvement in attainment, particularly in Literacy and Numeracy. • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in children and young people’s health and wellbeing 	Curriculum and assessment Teacher and Practitioner professionalism School and ELC improvement	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Ensuring children's progress	1.3 play and learning 1.1 nurturing care and support 4.1 Staff skills, knowledge and values	Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements
Staff leading their learning with the children EYT to lead on curriculum, supported by the Principal Teacher/ DHoC	Education Scotland resources on Curriculum Working Time Agreement for YET to allow for working with EYWs
Professional Learning	Parental Engagement and Involvement
Ensuring curriculum is understood by practitioners- Curriculum for Excellence, Realising the Ambition, Under 3s Schematic play training	Curriculum newsletters Curriculum evenings Learning Journals/ Reporting to parents

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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 will deliver high quality practice with effective planning, recording and tracking procedures embedded in practice.	SLT will create a quality assurance calendar for the centre and share with staff to ensure expectations for the year are shared. This will include roles and responsibilities for all staff.	Quality Assurance calendar in place for all staff	August 2023	
	PT will work with the EYT to support the planning, ensuring support and challenge is evident.	Clear, progressive plans are in place to ensure each child is learning to their potential	August 2023 then ongoing termly throughout session	
	Tracking procedures for each child is recorded and key learning shared with parents through learning journals.	SLT will track this monthly and HT will sample journals termly to ensure that it is individualised to each child.	Monthly throughout session.	
	Planning for children will have children’s voice at the heart of the experiences.	Responsive planning will be seen in EYW plans with children’s voice recorded in this and floorbooks.	Ongoing throughout session.	
Almost all parents and staff will understand what a curriculum rationale is and why we have it.	Using the refreshed narrative, staff will compile what they believe is unique about our school and what we believe our curriculum should offer.	Completed staff proforma to show the important elements of our curriculum	September 2023	

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	Parents will share their ideas of the curriculum during their visits at Curriculum Evening	Completed parent proforma for curriculum	October 2023	
	Children will share ideas in class for the curriculum rationale	Alongside EYWs the children will share their ideas and EYWs will record these	October 2023	
	Staff will use all the different stakeholders ideas to compile a curriculum rationale	One page, ideally visual, representation of our curriculum rationale to share with all stakeholders	October inservice day 3	

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