

Framework for Centre Improvement Planning 2024/2025

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

Centre Statement: Vision, Values & Aims and Curriculum Rationale
<p align="center">Gartconner Early Learning & Childcare</p> <p align="center"><u>Our Vision</u></p> <p align="center"><i>‘Where curious minds flourish and grow’</i></p> <p align="center"><u>Our Values</u></p> <p align="center">We want everyone in the Gartconner community to be:</p> <p align="center"><i>‘Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible; and Included.’</i></p> <p align="center"><u>Our Aims</u></p> <p>We will work together with children and young people, parents and the community to promote and maintain positive partnerships to maintain:</p> <ul style="list-style-type: none"> • <i>Equity and equality for all as we value the rights of all children;</i> • <i>Leadership at all levels;</i> • <i>A safe, caring, happy, nurturing environment which enables everyone to aspire to do their best;</i> • <i>A learning environment that promotes high quality experiences indoors/outdoors and in the local community;</i> • <i>Childrens’ and families’ voices and opinions are respected and valued;</i>

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- *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, we, the leadership team, staff, parents 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', 'Health and Social Care Standards', 'GIRFEC', 'The Rights of the Child (UNCRC)', The Promise Scotland and 'Realising The Ambition' into our daily practice to give each child the best possible start in life, respecting their views and meeting their individual needs.

	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 – Froebelian principles – Unity and Connectedness/ Freedom with guidance	Family Engagement – Froebelian Principles – The central importance to play, Learning through self-activity and reflection
Priority 2	Numeracy	Numeracy	Literacy – Circle Document (Up, Up and Away)
Priority 3	Learning for sustainability	Learning for sustainability	Learning for sustainability – UNCRC, planting and growing

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Section 2: Improvement Priority 1	
Early Years Centre	Gartconner Early Years Centre
Improvement Priority 1	Family Engagement – Frobelian principles – The central importance to play, Learning through self-activity and reflection
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 2024-2025
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
<ul style="list-style-type: none"> Family Champion (Leadership Role – LM) Family Learning Co-ordinator (3-5-year-old room – MH) Children's wellbeing co-ordinator (Leadership Role – CH) Nursery Teachers (EW, AG) Literacy Champion (KP, AB, LMc) Froebelian Principles – DHoC 	<ul style="list-style-type: none"> On-going training through EDC Professional Learning in Early Years Regular Parent Committee Meetings Regular Staff Meetings Cluster small group meetings (leadership role) DHoC secured a place on Frobel training course Regular children's meetings, ensuring the child's input is valued.

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	<ul style="list-style-type: none"> Ensuring parent/child's views are valued and actioned, where possible (i.e. surveys/questionnaires)
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Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> Internal training, through inset days External training EDC Professional Learning in Early Years DHoC (JR) to attend Frobel training – upskill staff and parent/carers 	<ul style="list-style-type: none"> Regular Parent Committee Meetings Parent Consultation Meetings Regular Staff Meetings Ambassador meetings Cluster staff meetings (leadership role) 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. Open events with a particular focus on Frobel principles to be arranged

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	
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 further develop confidence when leading and reflecting on their own learning, through evaluating.	<ul style="list-style-type: none"> Provocations and daily experiences to promote independence. Environment to be stimulating and engaging for children and young learners. Child's voice evident throughout the environment – using thumbs up, thumbs down to evaluate their learning. 	<ul style="list-style-type: none"> Ongoing observations Staff consultation with children Feedback from parent/carers Tracking and monitoring processes Quality assurance mechanisms. 	<p>August 2024 – onwards</p> <p>June 2025</p>	
The central importance of play, children will learn self-activity and reflection - Froebelian principles to be evident across the playrooms	<ul style="list-style-type: none"> RT/JR to provide inhouse training following Froebelian course Staff to continue to be upskilled to ensure a shared approach Open events to be planned, encouraging parent/carers to fully involved in the process 	<ul style="list-style-type: none"> Evaluations Ongoing playroom monitoring Parent/carers feedback through online surveys 	<p>Sept 2024 – onwards</p> <p>June 2025</p>	

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Children to become confident when expressing their feelings and reflecting on their own emotions.	<ul style="list-style-type: none"> Children and families to be involved in all aspects of the service Creative ways to be planned to encourage children to self-reflect. Child's voice will be recorded to ensure they are confident. 	<ul style="list-style-type: none"> Gathering children/parents/carers views through self-evaluation processes Ongoing observations/playroom monitoring 	October 2024-onwards June 2025	
Parents committee to continue to grow - with the new term parents/carers will be invited to join our parents committee, ensuring a balanced approach to new and existing families.	<ul style="list-style-type: none"> New families to be offered to join parents/committee In the new term we currently have 7 families attending the parents committee, as new families become established into the centre we will also invite them to the committee. MH/ HA to continue to link with current committee and attempt to recruit new members 	<ul style="list-style-type: none"> Minutes of meetings Record of members 	June 2025	

Section 2: Improvement Priority 2	
Early Years Centre	Gartconner Early Years Centre
Improvement Priority 2	Literacy – Circle document (Up, Up and Away)

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Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Rachel Travers/Jan Robinson and strong links with Gartconner PS
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NIF Priority	NIF Driver	HGIOELC QIs	EDC Service Plan 2024-2025
Delete / copy as required Improvement in children and young people's health and wellbeing Choose an item. Choose an item.	Delete / copy as required school leadership parent / carer involvement and engagement Choose an item.	Delete / copy as required QI 3.1 Ensuring wellbeing, equality & inclusion QI 2.2 Curriculum Choose an item.	Delete / copy as required Improvement in children and young people's mental health and wellbeing Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> Literacy Champion – (KP) HWB Champion Family Learning Champion Nursery Teachers – Elizabeth Wilson/ Amy Gray DHoC 	<ul style="list-style-type: none"> Up, Up and Away document to be introduced to all staff Gartconner to pilot the document and feedback to QIO/ working party group

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> Training to be provided by EDC In-house training for staff Shared learning process 	<ul style="list-style-type: none"> Learning journals Home link bags Workshops

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<ul style="list-style-type: none"> ▪ Peer assessment ▪ Staff to access Teams Tile 	<ul style="list-style-type: none"> ▪ Open events ▪ Stay and play sessions
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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?	
Children will all feel included and supported within the centre.	<ul style="list-style-type: none"> ▪ DHoC and Up, Up and Away Champion to attend working group meetings regularly ▪ Benchmark practice with other centres 	<ul style="list-style-type: none"> ▪ Focused observations ▪ Playroom monitoring ▪ Environmental audits ▪ Individual monitoring ▪ Peer assessment ▪ Tracking and monitoring processes 	<p>August 2024</p> <p>June 2025</p>	
The children will have access to an environment that is inclusive and literacy rich.	<ul style="list-style-type: none"> ▪ QIO/ Early Learning Support Teachers will support DHoC to use the UUA Literacy Rich Environment tool to make improvements. ▪ Senior staff and EYWs to create an inclusive environment. 	<ul style="list-style-type: none"> ▪ Environmental audits ▪ Pre and post evidence to be gathered ▪ Tracking and monitoring ▪ Playroom observations ▪ Peer observations 	<p>June 2025</p>	

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Staff will be aware of an inclusive learning environment and will ensure a collaborative working approach is supported.	<ul style="list-style-type: none"> ▪ All staff will be familiar with Up, Up and Away resources ▪ All staff will know how to access Up, Up and Away resources ▪ All staff will have a clear understanding of the Up, Up and Away framework ▪ All staff will be familiar with Up, Up and Away tools 	<ul style="list-style-type: none"> ▪ Organise working parties – creating staff tasks ▪ SMT/SEYW will share learning/resource links with all staff ▪ Organise visits to other centres ▪ Ensuring all children are supported – gathering evidence for staged intervention ▪ CIRCLE resources ▪ Literacy Rich Environment tool ▪ Child Evaluation tool ▪ Planning to meet children's needs ▪ Engaging with parents as partners. ▪ Ensuring good inclusive practices ▪ Ensuring inclusive pedagogy 	June 2025	
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Section 2: Improvement Priority 3	
Early Years Centre	Gartconner Early Years Centre

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Improvement Priority 3	Learning for Sustainability – UNCRC, Planting and Growing
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 2024-2025
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.	Delete / copy as required school leadership parent / carer involvement and engagement Choose an item.	Delete / copy as required QI 2.2 Curriculum QI 3.1 Ensuring wellbeing, equality & inclusion Choose an item.	Delete / copy as required Improvement in children and young people's mental health and wellbeing Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> Learning for Sustainability leadership (LR) Family Learning Co-ordinator (MH, LM) Children's Wellbeing Co-ordinator/ UNCRC (CH) Eco School Leadership (LR, SMcB) Forest Kindergarten Leadership (RH) Makaton Champion (AB, LMc) Nurture Champion (JK) 	<ul style="list-style-type: none"> Participating in a collaborative approach involving nursery and school to promote change, supporting climate action, global citizenship. Developing nursery garden to encourage planting and growing.

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> Opportunities for staff to attend webinars and on-line training. 	<ul style="list-style-type: none"> Learning Journals Microsoft Sway

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<ul style="list-style-type: none"> ▪ In-house training ▪ In-set day training opportunities ▪ Sharing best practice with other centres within EDC ▪ Opportunity for staff to further develop knowledge on UNCRC/GIRFEC (SHANNARI) – “Policy a Term” ▪ Staff to model best practice through sharing experiences ▪ Ensure strong links with Gartconner PS 	<ul style="list-style-type: none"> ▪ Invite parents to join Eco committee ▪ Invite parents/carers to support with outdoor learning – building large apparatus, gardening etc. ▪ Parents committee ▪ Stay and Play sessions and Big Chef, Little Chef – Focusing on sustainability. ▪ Open event – covering all aspects of sustainability
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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?	
Children will be aware of the 3 focus points of our Green Flag Journey (Eco School Award) These three focus topics will be decided before the 19 th of September 2024, after the nursery and School collaboratively decide on the next focuses. This completed action plan will then be forwarded to Eco Schools Scotland.	<ul style="list-style-type: none"> ▪ Learning for Sustainability (LFS) Co-ordinator will monitor and evaluate action points. ▪ 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. 	<ul style="list-style-type: none"> ▪ Floor Books ▪ Questionnaires and surveys to gain feedback from all stakeholders. ▪ Observations from children’s learning experiences. ▪ Recording children’s voice/input via wall displays and floor books ▪ Minutes from Eco committee meetings 	<p>September 2024 – Ongoing</p> <p>September 2024 – Ongoing</p> <p>June 2025</p>	

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	<ul style="list-style-type: none"> Eco Committee staff from the nursery will liaise within a learning for sustainability working group alongside the primary school. 	<ul style="list-style-type: none"> Measuring and evaluating progress made from the Eco Schools action plan. 		
<ul style="list-style-type: none"> Children will have a better understanding of their rights and what this means for them. 	<ul style="list-style-type: none"> 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 understand the concept of UNCRC in a child friendly manner. Create a home to nursery link focusing on a chosen topic from the UNCRC Staff will continue to research new initiatives which can be introduced to further 	<ul style="list-style-type: none"> 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 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 		

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	<p>develop the implementation of UNCRC.</p> <ul style="list-style-type: none"> ▪ All staff will support inclusion for all. ▪ Embed children's rights into Child Spark planning by linking activities to the children's charter. 	<p>provocations relevant to the chosen article.</p> <ul style="list-style-type: none"> ▪ All staff will support inclusion for all through awareness of each individual child's needs and requirements. ▪ Link weekly planning to children's charter. 	June 2025	
<ul style="list-style-type: none"> ▪ Children will build resilience and confidence through outdoor learning. 	<ul style="list-style-type: none"> ▪ 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 and growing produce that they will then use for healthy cooking experiences. ▪ Children will continue to measure the growth 	<ul style="list-style-type: none"> ▪ 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 build on the loose parts area. ▪ Further develop initiatives, such as Big Chef, Little Chef inviting parents/carers to participate in baking healthy recipes. 	August 2024-Ongoing	

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	<p>of our trees and plants (previously planted by staff and children)</p> <ul style="list-style-type: none"> ▪ Children will continue to plant new crops. ▪ Children will continue to participate in Forrest Kindergarten. 	<ul style="list-style-type: none"> ▪ 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 liaise with the parents committee. ▪ Children will continue to participate in Forest Kindergarten, developing lifelong skills. ▪ Staff will ensure cross curricular opportunities - linking forest experiences within everyday experiences in the outdoor area (for e.g. den 	August 2024-ongoing	
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		building and animal watching) this will ensure continuity and progression for all.	June 2025	
<ul style="list-style-type: none"> Children are confident participants within our sustainable food growing project. 	<ul style="list-style-type: none"> 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 and this will be shared with all stake holders. All children will take ownership and responsibility of the resources within the environment. 	<ul style="list-style-type: none"> 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. Nursery garden will be developed to support planting and growing. All children will be invited to take part in polytunnel activities All children will participate in high quality cooking 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 	June 2025	

		<p>researching and sharing healthy recipes.</p> <ul style="list-style-type: none">▪ All children will be supported by staff to adopt responsibility in caring for all resources, ensuring gardening materials are respected and stored away appropriately.		
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