

Lennoxtown Nursery
Improvement Plan
2019-2020



Improvement Priority 1	Strategic Objective	Overall Responsibility
<p align="center">Establish 1140 hours service model To include lunches to all 3-5year olds and eligible 2s To re-align admission policy to take account of provision starting day after 3rd birthday</p>	<p align="center">Strategic Objective 1;Working with Children and their Parents 1.4, 1.5</p>	<p align="center">HT / DOHC / All staff</p>

Target	Impact on Learners	Timescale
<p>To establish service framework that supports entitlement for lunch provision for all 3-5 year olds.</p> <p>To establish service framework that supports change in admission policy.</p> <p>To establish outdoor provision that allows children to have access to outdoor play from 8-6pm.</p>	<p>Children have enhanced access to quality childcare and learning provision.</p> <p>Children and families have access to the best possible early years' experience to equip them for future learning.</p> <p>Children have access to a balanced hot meal and nurturing experience.</p> <p>Children's independence is developed through self-service and turn taking.</p> <p>Children have access to quality outdoor learning/play for the whole of the nursery day.</p>	<p align="center">Aug 2020</p>

Measures Of Success	Resource Requirements	Professional Learning
<ul style="list-style-type: none"> ✓ Parents understand the change of service and entitlement ✓ Parents feel involved in the process for change ✓ Parents are kept up to date with the implications of our pilot model and understand where additional hours are being used ✓ Parents consider/are successful in returning to work ✓ Daily routines reflect additional hours and additional lunch service ✓ Daily/weekly/monthly staffing meets the new service demands ✓ Increase in parental engagement activities ✓ Increase confidence and use of expressive language across all stages ✓ Children will try new healthy foods ✓ Children will have a better understanding of healthy eating and the benefits of this. 	<p>Furniture, hot holding, dishwasher, fridge, crockery, cutlery, serving dishes, glass wear, utensil and table linen</p> <p>Support from Local Authority - FM catering staff</p> <p>Additional staffing when required to meet ratio within additional hours</p> <p>Early Learning SLT policy and practice group</p> <p>Parental, child & staff consultation questionnaires</p>	<p>OECD - Doing Better for Families</p> <p>Early Years' Scotland Strategic Plan</p> <p>National Improvement Framework</p> <p>A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland - Scottish Government</p> <p>Space to Grow - familiarisation with document</p> <p>Setting the Table - NHS</p> <p>My World Outdoors - Care Inspectorate</p> <p>Health and Social Care Standards</p> <p>Out to Play - Care Inspectorate</p>

Improvement Priority 2	Strategic Objective	Overall Responsibility
Tracking and attainment	Strategic Objective 1: Working with Children and their Parents 2.2, 2.3, 3.1	HT / DOHC / All staff
Target	Impact on Learners	Timescale
To establish a system using e-journals that tracks children's progress and informs planning for learning	Learners make very good progress in their learning. Learning is child led and therefore children are highly engaged	2019 -2020 Ongoing
Measures Of Success	Resource Requirements	Professional Learning
<p>All staff are trained in the use of e-journals and can make effective use of the resource to capture learning on a day to day basis</p> <p>Staff evaluation of quality of practice using Building the Ambition, HGIOELCC, National Care Standards.</p> <p>Children are actively engaged in the learning process and given opportunities to take responsibility for their own learning</p> <p>Parents are provided with a range of opportunities to engage with nursery staff regarding their children's progress through use of digital learning journeys</p> <p>Electronic tracking records are in place to measure progress</p> <p>All staff are familiar with 0-3year planning and tools for tracking child development.</p> <p>E-journals are used to track progress through informed assessment from observations of learning and engagement.</p> <p>A tracking system is embedded that reflects developmental milestones and takes account of early level experiences and outcomes.</p> <p>Clear record of achievement and progress are shared during transitions</p>	<p>Termly well-being and personal learning progress meeting with teacher and keyworkers</p> <p>Termly care plan and personal learning plan updates with parents</p> <p>Termly snapshot of children progress</p> <p>Change curriculum used on learning journals to allow clear progression pathway recording on learning journals.</p> <p>In-house staff training delivered by DHOC</p> <p>Cover implications to enable staff to attend training.</p> <p>Quality Assurance Calendar</p> <p>Self-evaluation and Monitoring Calendar</p>	<p>Mentors to support new staff members</p> <p>Child led and in the moment planning training</p> <p>Quality assurance processes</p> <p>Building The Ambition</p> <p>Wellbeing/SHANARRI indicators</p>

Improvement Priority 3	East Dunbartonshire Education Service Curriculum for Excellence (CfE) Strategic Plan 2016 - 19	Overall Responsibility
Outdoor Learning	Strategic Objective 1: Working with Children and their Parents 2.2, 2.3	HT / DOHC / All staff
Target	Impact on Learners	Timescales
<p>To embed 'Forest Schools' programme for pre-schoolers olds and 2-3 year olds.</p> <p>To establish daily outdoor play for under3's</p> <p>To establish outdoor play access across the whole day for 3-5 years olds</p>	<p>All children access outdoor learning opportunities throughout all seasons. (access limited at certain times due to health and safety issues with alternative area at present)</p> <p>Learners confidently explore the outdoor area and wider community to enhance their learning.</p> <p>Learners benefit from well planned and resourced learning opportunities in the outdoors.</p> <p>Children lead learning and have opportunities to problem solve and be creative thinkers.</p> <p>Learners benefit from quality staff interaction which challenges their learning in the outdoor context.</p> <p>Children are confident in managing risk and keeping themselves and other safe</p>	2019 -2020
Measures Of Success	Resource Requirements	Professional Learning
<ul style="list-style-type: none"> ✓ Children have regular opportunities for active play outdoors on a regular basis ✓ Adequate fundraising to support purchase of equipment ✓ Children challenge their own learning ✓ Staff are trained to support the provision of active play opportunities ✓ Staff knowledge and understanding of the needs of children for active play ✓ There is a range of quality resources and equipment to support active outdoor play ✓ Children, parents and carers appreciate the importance of outdoor active play ✓ Risk assessments are reviewed on a regular basis and take account of learners' experiences. 	<p>Staff trained in Forest Schools approach share knowledge with other staff to support forest kindergarten</p> <p>Pool of volunteers who can support ration to take children outdoors</p> <p>Forest Kindergarten handbook specific to our context</p> <p>Big Lottery grant application to develop under 2's outdoor area</p> <p>Shed for the storage of equipment to combat vandalism</p> <p>Tyre to secure small area for free flow outdoor access for 2-3 years olds</p>	<p>Wellbeing/SHANARRI indicators</p> <p>My World Outdoors</p> <p>Play Strategy for Scotland</p> <p>Building the Ambition</p> <p>Forest schools training</p> <p>Out to Play - Care Inspectorate</p>

Improvement Priority 4	East Dunbartonshire Education Service Curriculum for Excellence (CfE) Strategic Plan 2016 - 19	Overall Responsibility
Language and Communication Friendly Nursery	Strategic Objective 1: Working with Children and their Parents 2.3, 3.2	HT / DOHC / LCFE Champion/All staff
Target	Impact on Learners	Timescale
To establish a communication friendly environment and gain LCFE accreditation	The environment will support a range of communication strategies to support all learners Children will be supported to use a range of methods to communicate such as visuals and MAKATON	Dec 2020
Measures Of Success	Resource Requirements	Professional Learning
<ul style="list-style-type: none"> ✓ The physical environment, to promote opportunities for speech language and communication for all children ✓ Staff talk encourages and promotes participation from all learners. ✓ Staff interaction styles are responsive to individual children's needs. ✓ The use of supportive learning strategies develops language and communication skills. ✓ Staff and children will use MAKATON to support communication for children with language and communication difficulties 	<ul style="list-style-type: none"> Identify a LCFE Champion Communication with Parents - curriculum evening & Learning journals Information on TALK techniques for parents Staff training Staff questionnaires Support from SLT team and Educational psychology team Observations and mentoring of staff Portfolio of evidence to gain accreditation Makaton training and resources Boardmaker Wellcomm Toolkit 	<ul style="list-style-type: none"> Training by speech and language therapy team on supporting language and communication development. In house Makaton training by trained staff Peer mentoring to use Wellcomm assessment toolkit LCFE champion to mentor and support staff Visits LCFE accredited nurseries

