



Renfrewshire Council Children’s Services

**Little Pandas Nursery**

**Improvement Plan**

**2022-2023**

##### Planning framework

As part of Children’s Services, Little Pandas Nursery has developed this establishment improvement plan which provides a framework for how we intend to achieve Children’s Services’ vision of *working together to get it right for children, families, and communities – Protecting, learning, achieving, and nurturing.*

**National Priorities**

We also must take account of the Scottish Government’s national improvement framework which provides a vision for education in Scotland, namely to:

1. **place the human rights and needs of every child and young person at the centre of education.**
2. **improve attainment, particularly in literacy and numeracy.**
3. **close the attainment gap between the most and least disadvantaged pupils.**
4. **improve children’s health and wellbeing; and**
5. **improve children and young people’s employability skills so that they move into positive and sustained destinations.**

**Renfrewshire’s Education Priorities**

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on the next page.

**Our Establishment Plan**

The priorities and actions within this improvement plan address the needs of our establishment and articulate with local and national priorities.

**Renfrewshire’s Council Plan 2017-2027**

Working together for a thriving and connected Renfrewshire, creating opportunities for all

Reshaping our place, our economy, our future

Creating a sustainable Renfrewshire for all to enjoy

Building strong, safe, and resilient communities

Tackling inequality, ensuring opportunities for all

Working together to improve outcomes

**Renfrewshire Council’s Values**

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve, and deliver better services.

**Children’s Services Vision**

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

**Renfrewshire’s Education Improvement Plan Priorities**

Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people

Develop high quality leadership to promote empowerment at all levels

Improve employability skills and support all of our young people to enter positive and sustained destinations

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments

**Our Vision, Values and Aims**

* We are committed to offering high quality Early Learning and Childcare to every child that attends our nursery. Promoting the development of children’s intellectual, physical, social, and emotional needs from pre-birth to five.
* To create & provide a safe, warm, caring, happy, loving environment that promotes play.
* To treat each child as individuals (GIRFEC).
* To build relationships with each child, allowing them to develop and grow in a comfortable, stimulating, & safe environment.
* To develop children's potential, enabling them to become independent and to develop positive attitudes towards family, community, and learning.
* Encourage each child to reach their full potential through taking part in stimulating activities that foster their social interaction, communication, self-confidence, and self-worth.
* To foster a trusting and communicative relationship between children, parents, and staff.

Who did we consult?

To identify our priorities for improvement, we sought the views of all involved in the working of Little Pandas Nursery and we used a variety of methods to get the views.

* Directors – Ongoing daily communication
* Management – Management Observations, 121’s, staff training
* Parents – Parental Questionnaires via Forms, Emails and What’s App, parents’ evenings, Stay and Play Sessions
* Staff – Staff meetings, HGIOELC for self-evaluation, reviewing and updated policies.
* Children – Ongoing participation and discussions,

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities.

* Care Inspector and other Partnership Nurseries as well as our named Renfrewshire Council Teacher.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How will we know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

* Monitoring Calendar
* Observation Work
* Self-Evaluation
* Staff Supervisions
* Parental Feedback
* Children’s Feedback
* Visits from our Renfrewshire Council support officer throughout the year also provides us with valuable feedback on our progress

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children’s Services’ staff.

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| **Improvement Priority 1 – *Improve approaches to Self-Evaluation for overall Nursery Improvement*** | | | | |
| **HGIOS/HGIOELC QIs**   * 1. *Self – Evaluation for Self-Improvement*   *2.7 Partnership* | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people Highlight as appropriate | | **NIF Drivers**  Establishment Leadership Assessment of Children’s progress  Practitioner Professionalism Establishment Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| ***Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?***  An overall view of feedback from parents, staff and children is that we should improve approaches to self-evaluation.  In our recent care inspector report – January 2022, families had concerns around the high staff turnover and this was also demonstrated at a welcome meeting in October 2022.  Self-Evaluation was in our last Improvement plan and as a team at our team meeting in June 2022, we all agreed that we are only at the start of the journey to improve this therefore it must stay and be developed for 2022 – 2023.  On speaking with the parents and children about the Nursery in April 2022 along with our recent anonymous questionnaires, especially with the 3 – 5 children and parents, previously they have had no input to policies and procedure and the daily operation of the Nursery. | ***What change do we want to see for learners? By how much? Who are the target group? By when?***  As a nursery team, we understand and believe self-evaluation should be ongoing within all aspects of the Nursery and everyone who is actively involve in the service delivery will and should have a sense of ownership. Our target groups to make improvements with are parents, staff, and children over the next year.  **Staff** – Staff and Management to work closely together to ensure all staff within the Nursery receive high quality feedback from the weekly senior and management monitoring, attend Team Meetings, 121’s, appraisals, and complete SWOT analysis at least every six months.  Management to support monthly self-evaluation sheets to support all staff in being able to reflect on monthly staff training and peer monitoring and how they can take the learning back into the playroom and have a positive impact on their practice.  **Parents** – Parents need to be involved in all aspects of the Nursery and at the end of this month - June 2022 we have our first PTA meeting, and these must be held four times a year – dates to be arranged at the meeting for the following one. Based on previous communication we have around eight families signed up to participate.  Parents Questionnaire’s around feedback and how we are doing to be sent at least twice a year, if not more,to ensure parental engagement and overall to support child ownership.  **Children –** When and where possible depending on the area being addressed, management and staff should encourage all 3 – 5 children to have a voice by asking them on their option and views. | ***How will we know the change is an improvement?***  ***What information/data will we gather to measure progress and impact?***  Our overall aim is for high parental involvement and engagement with activities within the Nursery for example when we write a policy and discuss it with the children, their views match management and for the parents and staff, we receive constructive feedback or praise.  **Staff** - Each month, all staff will have completed their staff training along with 90% of meetings and we have the records to support this.  By offering feedback, team meetings and 121’s this will build positive relationships between management and staff which in turn will reduce the staff turnover as staff will know they are doing well or be supported to develop an area of their practice. Staff retention will be reduced by 50% compared to 2021 – 2022.  **Parents –** By the end of 2022, we will have a stable PTA which has had three meetings where targets have been set and work developed on in the areas identified.As well as the eight families we have booked to attend, the first one grows by 25%.  By the end of 2022, our anonymous questionnaire returns will go from 40% return rate to 50% which will support our home links and parental involvement across the Nursery.  By the end of 2022, the nursery will have held two stay and play sessions for families.  **Children** – by the end of 2022 children in the 3 – 5 department will be able to demonstrate ownership of ideas to take forward within their playroom.  The 3 – 5 children will be able to discuss all areas of their learning confidently with adults.  For 50% of policies and procedures and Risk Assessments, the nursery will have mind maps from the 3 – 5 children. | | ***What do we plan to do?***  Ensure management and senior staff develop a culture of ‘child and parent’ inclusion on service delivery and developments.  Appoint a lead member of staff to develop parental involvement.  Management to ensure there is a yearly training plan which has the staff, parents and children’s needs and wants at the heart of every session.  Develop creative ways to engage parents to voice their options.  At our PTA meeting, actions to be agreed and a date set for the next meeting. All minutes to be sent to all families, reaching out for maximum involvement.  Staff to train and develop mind mapping strategies to collate children’s views.  Appoint a lead member of staff to gather children’s views on their nursery. |

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| **Improvement Priority 2 – *Develop and Improve Meaningful Planning and Observations*** | | | | |
| **HGIOS/HGIOELC Qis**  *1.2 – Leadership for learning*  *2.4 Personalised support*  *2.6 Transitions* | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children’s and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people Highlight as appropriate | | **NIF Drivers**  Establishment Leadership Assessment of Children’s progress  Practitioner Professionalism Establishment Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| ***Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?***  Based on the recent Care Inspector Inspection – January 2022, children’s next steps were not getting achieved.  At a full team meeting after the inspection – February 2022 and again in an anonymous questionnaire in April 2022 the team also identified that they feel this needs to be part of the ongoing improvement plan for 2022 - 2023 to ensure all documentation is embedded and developed within the Nursery to a high standard. As well as further develop links with all documents available such as pre-birth to three and the curriculum of excellence and their outcomes. | ***What change do we want to see for learners? By how much? Who are the target group? By when?***  By the end of 2022 as a Nursery, we want all staff to be more knowledgeable and confident in planning and observations practice.  **Planning** - The new management team at the start of 2022, introduced basic child lead planning and observations which are linked to ELC documents and Outcome however this needs to be supported and embedded.  By the end of 2022 we want all staff to be able to relate underpinning theory to their practice and mark this up on children’s profiles.    In April we ensured that each child in the Nursery has a minimum of between one to three meaningful and achievable targets which must be reviewed and documented every three months.  Daily **Observations** and Intervention will mean that children get the right support in a suitable timeframe.  Children will either achieve their targets or not which will support staff in ensuring we understand and can measure children’s progress which could result in early intervention.  Children will be better supported when transitioning between rooms.  Children (and families) will have the opportunity to be more involved in directing the learning and making it more individualised. | ***How will we know the change is an improvement?***  ***What information/data will we gather to measure progress and impact?***  Daily Staff will be confident to speak about planning methods and written observations will be meaningful.  **Planning** - Regular meaningful targets and summative assessments will be present with the care plans and profiles.  Children (and families) will be able to discuss the learning that is taking place.  Staff will be able to speak confidently about theorists and relate them to their practice.  Relevant agencies will be actively involved – should any child require the additional support.  There will be a consistent approach across rooms to support all children especially those with additional needs.  **Observations** – Daily observations mean that a child will never get missed and many professional staff’s views will be documented to support the child’s learning.  Every three months parents and staff will meet to review each child’s targets and set new ones should they require review – evidence will support an achieved target.  Transitions reports completed, actioned, and documented to support all children in GIRFEC. | | ***What do we plan to do?***  Ensure that the planning is leading to effective learning and challenging in learning for all children via meaningful observations, parental engagement, monitoring, and target setting.  Further develop children’s profile and care plans by improving the quality of submitted paperwork, such as summative assessments, I CAN, progress trackers and room to room transitions paperwork.  Facilitate staff to participate in training to enhance their understanding of planning, pedagogical theory, age, and stage and with a focus on supporting additional needs and transitions. |

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| **Improvement Priority 3 – *Improve*** **attainment in literacy within the 3 – 5 department** | | | | |
| **HGIOS/HGIOELC QIs**  1.2 & 1.3  2.2 & 2.3  3.2 | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people Highlight as appropriate | | **NIF Drivers**  Establishment Leadership Assessment of Children’s progress  Practitioner Professionalism Establishment Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| ***Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?***  Our recent audits both inhouse and external (from Renfrewshire Council) support that we need to improve approaches to literacy within the nursery. These approaches need to ensure consistency of pedagogical approaches and progression.  Our recent Renfrewshire Council progression tool for 2022 – 2023 identifies that as a Nursery we are overall at under 20% for the children in the 3 – 5 department achieving the literacy standard for their age and stage. | ***What change do we want to see for learners? By how much? Who are the target group? By when?***  As a nursery, we want to provide the best preschool education for literacy therefore we need to collaborate and support parental involvement for both individual and group working to improve outcomes for our 3 – 5 children and improve attainment.  **Staff –** By the end of 2023 academic year we want staff to have embedded their play pedagogy approaches, to develop a literacy provision that is accessible as part of our ongoing continuous provision and resourcing the area to provide meaningful opportunities for learning.  Staff training on different types of learning that can be beneficial to literacy especially within staffs pedagogical.  We require staff to develop and support the indoor and outdoor environment within the 3 - 5 department to ensure meaningful and educational resources are available to all children which will support learning all day, especially for all different types of learners by the end of 2022 and ongoing.  **Parents -** Practitioners to develop their working with parents/carers and young children ASAP and ongoing to support home links via literacy home link bags within the 3 – 5 department.  **Children –** By the end of 2023 academic year, we want 50% of 3 – 5 children achieving the required standard in Literacy when going to P1. | ***How will we know the change is an improvement?***  ***What information/data will we gather to measure progress and impact?***  Baseline writing pieces and subsequent moderated pieces will show the progress made by each individual learner and will inform teachers judgements about what skills to target in the curriculum. Moderation activities will aid teacher judgement of shared standards and help to identify any gaps.  **Staff** – The 3 – 5 staff to attend Jolly Phonics training and talking for writing by the end of 2022. A staff member from the Nursery to become a Book Bug Leader by the end of 2022 and another staff member to become an ambassador for Dolly Parton Imagination Library as soon as the training is available.  Ongoing assessments of pupils’ progress (formative and summative) in literacy will aid teacher judgement.  Staff will use the LEUVENS scale of engagement to measure the use of areas within the environment and in individual pupil observations. The curriculum will be fluid reflecting the needs, wants and interests of the learners in a way that provokes curiosity and a love for learning.  **Parents** - Children’s play experiences can be tracked across the provision (a meaningful target can be set for pre-school children 2022 – 2023 with parents and practitioners around literacy) and feedback around the children's interests from the parents’ which practitioners can further develop in the playroom.  **Children** – Will be supported to achieve their milestones and this will be measured by them achieving their three-monthly milestones and new ones being set in collaboration with parents and practitioners. | | ***What do we plan to do?***  Ensure all practitioners within the 3 – 5 room and parents are working towards the same common goal of increasing the progression tool from under 20% to 50% by the end of 2023 academic year and understand their individual and collaborative roles and responsibilities to help achieve the attainment gap.    Staff Training to be booked when it  becomes available on the portal and attendance recorded and practice shared with other practitioners within the playrooms.  Staff to work closely with our named Renfrewshire ELC Teacher and implement any suggestions as a team approach.  Staff to understand and develop their Play Pedagogy as well as a 3 – 5 team play pedagogy.  Daily Staff observation sheets will capture the learning, annotating pupils’ comments and predicting future learning progressions in each area  **Parents** – Home Link Bags to support parental involvement. Parents will record their feedback on the feedback sheets to support the benefits of these.  Encourage all parents to complete the feedback sheet once their child has the home link bag – aim 90% competition rate.  **Children** – Our literacy bags need to be meeting the needs of the child and their interests and as the year goes on, creativity in learning stories to keep variety and children’s interests in literacy. |

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| **Improvement Priority 4 - Support Outdoor Meaningful Learning within the 3 – 5 department** | | | | |
| **HGIOS/HGIOELC QIs**  2.2 & 2.3  3.1 & 3.3 | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people Highlight as appropriate | | **NIF Drivers**  Establishment Leadership Assessment of Children’s progress  Practitioner Professionalism Establishment Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| ***Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?***  On consultation with children, parents and staff through questionnaires and meetings as a Nursery everyone consulted has agreed that we have made a good start at outdoor play in 2021 – 2022 (everyone agrees that children go outside daily) however we should further improve this by offering developmental curriculum outdoors that encourages learners to explore, learn and develop in the great outdoors regularly and be curious for their future.  As a nursery, all practitioners see and know that when children are outside, what positive impact it has on all the children however all staff agreed at a staff meeting that we need to ensure that we have age-appropriate risk-taking curriculum going on which is beneficial to children’s stages of development and learning.  Meaningful learning for the 3 – 5 children can be across any areas of the curriculum as now weekly monitoring supports limited literacy, numeracy and health and wellbeing takes place outdoors. Our progression tools support this also as the highest scores are within Health and Wellbeing however this is only at just over 50%. | ***What change do we want to see for learners? By how much? Who are the target group? By when?***  By the end of 2022 as a Nursery, we want the 3 – 5 gardens, to provide all children with the same indoor and outdoor learning experience. The learning that takes place indoors should be replicated outdoors using “My World Outdoors” and “The Curriculum for Excellence”.  **Staff –** By the end of 2022**,** all3 – 5 staff will be supported to attend internal and or external training toprovide outdoor play and learning. They will be offered curriculum-based support to embed this outdoors and ensure staff are secure and consistent across the full nursery.  By the end of the 2023 academic year, with support from our Renfrewshire Council Teacher to help further sharpen the quality of planning/routine when outdoors and provide further links to literacy and numeracy within the outdoor area.  **Parents –** As a nursery, we need to get parents involved with developing outdoors and offering fundraising activities as resources are expensive. By the end of the academic year 2023, as a Nursery, we will have completed two events and the PTA will support us in purchasing new meaningful developmental, challenging equipment for the 3 – 5 children.  Practitioners, need to reach out to parents to identify trends of children’s interests and support how we can bring this into their learning outdoors.  **Children** – Practitioners to create a child’s outdoor committee which means for every decision that is make around the outdoors they are consulted to agree or disagree at the start of the new academic year 2022 – 2023. | ***How will we know the change is an improvement?***  ***What information/data will we gather to measure progress and impact?***  Learners will increasingly challenge themselves with activities and experiences which will deepen their learning and widen their learning. Evidence of children becoming increasingly more independent will be documented in their learning journals using widely available resources and support materials.  **Staff** - Children will transfer their learning into their long-term memory to support the next steps and extended learning. Evidence will be documented in their journals.  Learners will take lead when provided with provocations to learning. Learners will showcase  their progression through challenging conversations.  Learnings will engage further in other resources. Natural resources to be used to give an authentic source of learning.  Staff will enable ‘Open ended questions’ into daily practice to extend language and encourage communication confidence.  **Parents –** As a nursery, we want parents to have a voice around what their children’s interests are and what our first, second, third focus within the curriculum should be.  **Children** – by the end of the academic year 2023, we want the children in the 3 – 5 department to be able to openly talk about their garden and what learning they have achieved, and this will be backed up in their learning journals. | | ***. What do we plan to do?***  For the new academic year starting, we will appoint a leader in outdoor learning to drive this forward across the 3 – 5 department and set up a child committee to enable them to have a voice.  By October week, we will have booked outdoor training either internal or external to support staff development in this area and children’s interests.  Complete daily monitoring outdoors to track if meaningful learning is really taking place outdoors.  Embed visits to local community facilities for real life experiences.  Developed garden to be utilised all weather.  Promote risk play and use of dynamic risk assessments. |