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| **Section 1: Centre Information and 3 Year Improvement Plan Priorities** | |
| **Early Years Centre** | **COLQUHOUN PARK EYC** |
| **Head Teacher / Head of Centre** | **Claire Loney - Head Teacher**  **Anne Maria Mirren and Kady Tamburrini – Depute Head of Centre** |
| **Link EY QIO** | **Leona Stewart** |

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| **Centre Statement: Vision, Values & Aims and Curriculum Rationale** |
| Colquhoun Park Early Years Centre is based in Bearsden West and is an integral part of the wider Colquhoun Park Primary School community.  Our Care Inspectorate registration was increased in March 2021 and we now have capacity to accommodate 48 children aged 3 to 5 years and 10 children aged 2 to 3 years. We currently have 48 children aged 3 to 5 years and 6 children aged 2 to 3 years on our role. 52% of all children are fee paying, and 4% access additional hours as allocated at a Locality Panel meeting.  We are open 8am to 6pm for 50 weeks of the year closing only for public holidays, in service days and the period of time between Christmas and New Year.  Our staff team consists of Head Teacher, two job share Depute Head of Centre, two job share Senior Early Years Worker, 2 part time Teachers, 6 full time Early Years Workers, 4 part time Early Years workers, Early Years Support Worker, Clerical Worker and Housekeeper. The centre is serviced by two part time day cleaners who work as part of the Facilities Management Team.  Our vision, values and aims were reviewed this year in partnership with stakeholders to reflect changes in provision including the introduction of 1140 hours and the impact on of Covid-19 on children and families.  **OUR VISION**  Children will develop emotional resilience in a safe and nurturing, play based environment, where they are supported and encouraged to be the best version of themselves.  Our ethos promotes a sense of curiosity and heightened wellbeing, both indoors and out, recognising individual achievements and the need for a holistic approach.  **OUR VALUES**  **CREATIVITY**  We nurture the expression of individuality and embrace all types of play and enjoyment.  **BELONGING**  We create a safe space where relationships and environment nurture all children and families  **RESPECT**  We value and appreciate children, families and the wider community associated with our centre.  **ACHIEVING**  We recognise and celebrate all achievements, providing challenge and support to realise children’s full potential  **OUR AIMS**  We aim to promote positive, open and honest communication to maintain and secure effective relationships and to work in partnership to achieve positive outcomes for all.  We aim to encourage independence and confidence, supporting children to become successful learners, and to build their resilience to navigate the wider world around them.  We aim to promote curiosity through active learning opportunities and discovery.  We aim to ensure that children are safe and secure in an inclusive environment.    Our vision, values and aims statement complements that of our link primary school, Colquhoun Park PS, and reflects the fact that we are a united community with shared leadership.  Our highly motivated staff team aim to deliver the highest quality of education for all and ensure that we meet the needs of all our learners. We have very high standards and expectations of all learners in our centre and place a particular emphasis on equity and nurture for all. Nurture is at the core of our pedagogical approach and underpins everything we do. Excellent team work and communication between SMT, teachers and early years workers ensure a shared understanding of children’s stage of development in key areas of literacy, numeracy, health and wellbeing and also next steps in learning, and tracking meetings in relation to children’s progress enable us to monitor attainment in key areas. Most staff have leadership roles and access relevant CPD opportunities to support development of these roles.  Positive relationships and effective working partnership with parents is vital in improving outcomes for learners. Barriers to learning are identified in partnership with staff and parents and interventions and supports put in place to ensure children progress at their own pace, along with a focus on wellbeing for all. We encourage parents to take an active role in their child’s education by engaging in online journals, encouraging them to comment, question and to upload examples of how the learning has been supported at home. Parent’s views are actively sought on a regular basis and these form a vital part of our self-evaluation process, informing future provision and the direction of the centre. We work in partnership with other agencies including health and social work to ensure the best outcomes for children and families.  We continue to build on existing links with the local community and encourage children’s social awareness by supporting them to become responsible citizens. We make good use of our local environment to support children’s learning.  We plan for effective transitions to ensure children’s wellbeing, these include daily transitions and also transitions to primary school. |

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|  | **Looking Forwards – 3 Year Improvement Plan Priorities**  Bullet point key priorities for the next 3 years | | |
| **Session** | **2022/23** | **2023/24** | **2024/25** |
| **Improve the wellbeing of children, families and staff team** | Identify and support the wellbeing needs of children through planned interventions focussing on children and parents. | Embed the delivery process of planned interventions and strengthen links with other agencies.  Inform policy development. | Collate quantitative and qualitative data to assess the impact on children’s wellbeing of planned interventions to provide support to children and families on. |
| **Develop systems and frameworks for operation linking to wider local and national policy** | Use current guidance and legislation to develop robust systems for self evaluation and governance | Use current guidance and legislation to develop robust systems for self evaluation and governance | Building and sustaining a professional team |
| **Curriculum planning and tracking** | Reflect on current planning using information gained from priority 3 in previous CIP re tracking curricular gaps. Use current guidance to inform planning of a broad, balanced and responsive curriculum for all children in our centre. | Use process of reflection and tracking to ensure new planning is embedded in practice and fit for purpose. | Collate quantitative and qualitative data re children’s progress in literacy and numeracy to evidence positive impact of new planning system. |

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| **Section 2: Improvement Priority 1** | |
| **Early Years Centre** | **COLQUHOUN PARK EYC** |
| **Improvement Priority 1** | **Wellbeing of children, families and staff Team** |
| **Person(s) Responsible** | Who will be leading the improvement? Who will they collaborate with?  Depute Head of Centre, Senior Early Years Worker, Early Years teacher, whole staff team, Educational Psychologist, NHS, parents, Supporting Families Team |

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| **NIF Priority** | **NIF Driver** | **HGIOELC QIs** | **EDC Service Plan 2021-24** |
| Delete / copy as required  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. | Delete / copy as required  parent / carer involvement and engagement  school and ELC leadership  Choose an item. | Delete / copy as required  QI 3.1 Ensuring wellbeing, equality & inclusion  Q! 2.1 Safeguarding and Child protection  QI 2.7 Partnerships | Delete / copy as required  Improvement in children and young people’s mental health and wellbeing  Choose an item.  Choose an item. |

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| **Opportunities for Leadership** | **Resource Requirements** |
| * Children’s Rights Champion * Family Champion * Wellbeing Champion | * External training from Health and Educational Psychologist * Delivery of Triple P from Supporting Families Team * Information leaflets re Protective Messages |

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| **Professional Learning** | **Parental Engagement and Involvement** |
| * Trauma Informed Practice * Protective Messages * Children’s Rights | * Parents valued and engaged in life of centre through online journals; stay and play; curriculum evening; visits to the centre; open door policy * Parents consulted re concerns regarding child development/behaviour and workshops arranged to support with these * Supporting Families support with Triple P workshops |

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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 and parents confidence will be increased through having opportunity to see inside the nursery, to meet the staff team in person and to begin to develop relationships with keyworker | * All parents, new and existing to visit centre during summer, tour the indoor and outdoor nursery environment and meet keyworker to discuss the needs of their children | * Feedback from parents. * Observations of how children settle. | Initially July 2022 but also as each child starts throughout the year. |  |
| * Children will benefit from a consistent approach shared by nursery and home. * Parents will benefit from increased confidence in parenting skills and the opportunity to meet other parents in a relaxed setting. | * Staff will consult with all parents but will also observe to discreetly identify parents who may require support but lack confidence to engage – we will adapt our approaches as necessary to ensure all parents can access support where required. * Workshops/support groups for parents – offered by centre staff and also Supporting Families Team. | * Attendance at workshops * Feedback from parents * Impact of consistent approach on children’s development/behaviour * Impact on children’s ability to engage in learning experiences | September ’22 to June ‘23 |  |
| * Staff will have raised awareness of the impact of trauma and how children, families and themselves may have been impacted by this. They will develop their understanding of what this may look like and also how they can best support individuals who may have experienced trauma. | * Trauma informed practice training delivered by Educational Psychologist. * Nurturing ethos and approach * Paths * Relax Kids * Mindfulness * Yoga * Check ins with staff * Open door policy for staff | * Feedback from staff team * Observations of children * Observations re staff wellbeing * Staff attendance records | October ’22 - July ‘23 |  |
| * Children will use correct terminology for body parts and develop a basic understanding that their bodies are private. * Staff will develop an understanding of the importance of using correct terminology and will support children to use this and to keep their bodies private e.g. closing toilet doors. | * Delivery of Protective Messages training to staff by Health Improvement Team. * Sharing information with parents via leaflets and other communication. | * Increased confidence of staff to use correct terminology – use before and after surveys. * Observations of children using correct terminology and using language to demonstrate that they understand how to keep their bodies private. | Date for training to be confirmed and then will be reinforced at every opportunity throughout the year. |  |
| * Children will develop an awareness of their rights. * Parents will develop awareness of how we deliver children’s rights in centre and how this can be supported at home. * Champion for children’s rights will lead this initiative and all staff will ensure children’s rights are evident throughout the centre. | * Revisit children’s rights training for all staff to increase confidence in delivery * Discussion to establish how this initiative can best be evidenced in practice * Home link | * Evidence on journals, throughout centre, floorbook. * Children will use rights based language * Feedback from parents re home link. | August ’22 – July ‘23 |  |

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| **Section 2: Improvement Priotity 2** | |
| **Early Years Centre** | **COLQUHOUN PARK EYC** |
| **Improvement Priority 2** | **Develop systems and frameworks for operation linking to wider local and national policy** |
| **Person(s) Responsible** | Who will be leading the improvement? Who will they collaborate with?  Depute Head of Centre, Senior Early Years Worker, Early Years Teacher, whole staff team, parents, children. |

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| **NIF Priority** | **NIF Driver** | **HGIOELC QIs** | **EDC Service Plan 2021-24** |
| Delete / copy as required  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. | Delete / copy as required  school and ELC leadership  Choose an item.  Choose an item. | Delete / copy as required  QI 1.4 Leadership and Management of practitioners  Choose an item.  Choose an item. | Delete / copy as required  Improvement in children and young people’s mental health and wellbeing  Closing the attainment gap between the most and least disadvantaged  Choose an item. |

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| **Opportunities for Leadership** | **Resource Requirements** |
| * All staff will have opportunity to take the lead in self evaluation; creating risk assessments and will be consulted re policy development. | * Current guidance and legislation * Existing policies and procedures, risk assessments for review |
| **Professional Learning** | **Parental Engagement and Involvement** | |
| * Staff will become aware of the link between centre policies and procedures and wider local and national guidance and legislation. * Staff will develop their understanding of children’s rights as the foundation for most current Scottish guidance and legislation. | * Engage parents in self evaluation * Consult parent re development of new policies | |

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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? |  |
| * Improved provision as result of reflection – increased levels of attainment, safety, wellbeing etc. * Parents will feel valued and listened to through the self evaluation process * Staff will develop confidence to engage with and lead the self evaluation process with an understanding of the value and importance of reflection for improvement and the impact on learners. | Develop 3 year self evaluation calendar  Involve staff, parents, children and other agencies where relevant.  Evidence the self evaluation process and the impact on children, families | * Calendar * Evidence of self evaluation for improvement * Evidence of impact of improvement on learners | August ’22 – July ‘23 |  |
| * There will be clear guidance re operation ensuring a shared understanding and consistent approach. * Guidance will be available for all users of the service to refer to. * Systems will link to local and national policy guidance. * Children’s wellbeing and levels of attainment will be enhanced by links to local and national guidance. | * Review current policies and procedures * Create a programme for policy and procedure development and review * Refer to current guidance and legislation * Consult with all stakeholders | * Updated policies and procedures available for all. * Clear record of existing policies and procedures and those still to be developed. | August ’22 – July ‘24 |  |
| * A safe, secure environment for all children and users of the service. | * Review current risk assessments * Discuss with staff team how best to manage risk assessments e.g. displayed on walls for continuous updating as changes are made; keep in folder. * Create a programme for risk assessment development which takes account of current guidance and legislation. * Include children in development of risk assessments | * Updated risk assessments and clear record of existing risk assessments and those requiring to be developed. * Pictorial risk assessments in use to engage children in the process. | August ’22 – July ‘24 |  |

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| **Section 2: Improvement Priority 3** | |
| **Early Years Centre** | **COLQUHOUN PARK EYC** |
| **Improvement Priority 3** | **Planning for Learning** |
| **Person(s) Responsible** | Who will be leading the improvement? Who will they collaborate with?  Head Teacher, Depute Head of Centre, Early Years Teacher, Senior Early Years Worker, Whole Staff Team |

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| **NIF Priority** | **NIF Driver** | **HGIOELC QIs** | **EDC Service Plan 2021-24** |
| Delete / copy as required  Improvement in attainment, particularly in literacy and numeracy.  Closing the attainment gap between the most and least disadvantaged children  Choose an item. | Delete / copy as required  curriculum and assessment  school and ELC leadership  Choose an item. | Delete / copy as required  QI 2.2 Curriculum  Choose an item.  Choose an item. | Delete / copy as required  Closing the attainment gap between the most and least disadvantaged  Improvement in attainment in literacy  Improvement in attainment in numeracy |

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| **Opportunities for Leadership** | **Resource Requirements** |
| * Early Years Teachers * SMT * Literacy Champion * Numeracy Champion | * Current curricular guidance * Current inspection guidance * Online journals * QIO |

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| **Professional Learning** | **Parental Engagement and Involvement** |
| * Professional discussion to reflect on current provision and plan ahead for improvement * Professional reading re a child led and responsive approach * National Improvement Hub | * Opportunities for family engagement in learning through home links; stay and play. * Parents consulted re next steps and supports required * Curricular approach shared with 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? |  |
| * All staff have a shared understanding of our curricular approach and how to plan appropriate learning experiences to promote learning and development * Children benefit from clear curriculum rationale leading to raised attainment. * Clear procedures in place for all new members of staff, students, inspectors etc. | * SMT and teachers meet to discuss existing planning for all children. What is working and what needs to change. | * Minutes of meeting/collegiate discussion | September ‘22 |  |
| * Consult with QIO re HMIE and recent good practice re planning | * Information will inform the way forward | September ‘22 |  |
| * EYT and EYW visit other centre to discuss approaches to planning | * Looking outwards to obtain best practice examplars | October ‘22 |  |
| * All staff undertake professional reading re national and international planning guidance. | * Professional dialogue will inform input to consultation re changes required. | October ‘22 |  |
| * EYT consult with staff team to reflect on current planning, what is working and what needs to be improved. Reflect on information from QIO, visits to other centres, experience of summer planning and professional reading. | * Feedback from staff team | October in service ‘22 |  |
| * SMT, teachers collate staff feedback and meet to discuss the way forward – agree a refreshed planning format. | * Minutes of meeting | November ‘22 |  |
| * Share with staff team at team meeting | * All staff have clear understanding of new planning format and have consistent approach to planning for learning | December ‘22 |  |
| * Trial new planning format to compare and contrast with existing planning | * Evidence collated, comments from staff and children. | January ’23 to February in service day |  |
| * Reflect and compare new planning to old – what are the benefits to children? Is it manageable for staff team? Are we providing breadth and depth? | * Feedback from staff team, evidence of learning on journals, tracking curricular gaps. | February in service ‘23 |  |
| * Communicate changes to parents and ask for feedback | * Feedback from parents | February ‘23 |  |
| * Early Years Teachers to consult with SMT and staff team to develop planning guidance/procedure. | * Guidance/procedure available to all for reference. Will clearly demonstrate curricular rationale. | March - June ‘23 |  |