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| **Section 1: Centre Information and 3 Year Improvement Plan Priorities** | |
| **Early Years Centre** | Colquhoun Park Early Years |
| **Head Teacher / Depute Head of Centre** | Clarie Loney (HT), Kady Tamburrini (DHoC) |
| **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 affords us the capacity to accommodate 48 children aged 3 to 5 years and 10 children aged 2 years, in centre, at any one time.  We currently have 50 children aged 3 to 5 years and 9 children aged 2 years on our role.  39% of our children are fee paying.  3.4% access additional hours as allocated at a Locality Panel meeting.  100% of children attending centre, eligible for 1140 funded hours have been offered, and are receiving their entitlement.  We are open between the hours of 8am and 6pm, Monday to Friday, 50 weeks of the year. Closing only for public holidays, in service days and the period in between Christmas and New Year.  Our staff team currently consists of.   * Head Teacher * Depute Head of Centre * Acting Senior Early Years Worker * 3 full time Early Years Workers * 5 part time Early Years Worker * 1 part time/term time Early Years Worker * 2 job share Teachers. * 2 job share Clerical Assistants. * Housekeeper * Early Years Support Worker.   The centre is serviced by two part time day cleaners who work as part of the Facilities Management Team.  **Vision, Values & Aims**  **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.  **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.  **BELONGING**  We create a safe space where relationships and environment nurture all children and families.  **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.  At Colquhoun Park Early Years Centre, we believe in staying responsive to our learners' needs, ensuring the highest quality of learning experiences. Our focus is on nurturing curiosity, fostering creativity, and celebrating individuality among our children.  We are dedicated to supporting the continuous personal development of our staff, empowering them to challenge and explore their teaching practices. By investing in our team, we are investing in the future of our children. |

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|  | **Looking Forwards – 3 Year Improvement Plan Priorities**  Bullet point key priorities for the next 3 years | | |
| **Session** | **2024/2025** | **2025/2026** | **2026/2027** |
| **Outdoor Environment and Opportunities** | Create an environment outdoors that is rich with learning opportunities which ignites curiosity, creativity, and independence. | Create and establish family learning opportunities and community partnerships in our outdoor environment. | Embed and strengthen family learning opportunities and community links in our outdoor environment, and the wider community. |
| **Develop systems and frameworks for operation linking to wider local and national policy** | Use current guidance, legislation, and logistical knowledge of our centre to develop robust systems for self-evaluation and governance. | Move forward in aims to create a more energy efficient and sustainable setting by embedding refreshed systems and processes, reviewing key policy and procedures identified through self-evaluation. | Monitor impact and effectiveness of systems and processes to delivery of service for all stakeholders. |
| **Curriculum Planning & Tracking.** | Introduce all children, families and staff to the UNCRC (United Nations Convention of the Rights of the Child), fostering and environment which raises awareness and understanding whilst promoting the rights of the child. | Embed a rights-respecting framework into the everyday opportunities and experiences available within the Early Years Centre, ensuring that all planning and activities promote and respect children's rights. | Enhance learning opportunities that focus on rights, community engagement & global awareness, empowering children to become active global citizens. |

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| **Section 2: Improvement Priority 1** | |
| **Early Years Centre** | **Colquhoun Park Early Yars** |
| **Improvement Priority 1** | **Outdoor Environment and Opportunities** |
| **Person(s) Responsible** | SLT and wider staff team  Children & Families  Wider community |

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| **NIF Priority** | **NIF Driver** | **HGIOELC QIs** | **CI Quality Framework QIs** | **EDC Service Plan 2024-2027** |

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| .Placing human rights and needs of every child and young person at the centre of education  • Improvement in children and young people’s health and wellbeing;  • Improvement in skills and sustained, positive school-leaver destinations for all young people; | * Parent/carer engagement and family learning * School and ELC improvement * Curriculum and assessment | QI 1.1 Self evaluation for self improvement  QI 3.3 Developing creativity and skills for life and learning  QI 3.1 Ensuring wellbeing, equality & inclusion | | 2.1 Quality of the setting for play and learning  3.2 leadership of play and learning  1.3 play and learning | Improvement in children and young people’s mental health and wellbeing  Improvement in employability skills and sustained, positive school leaver destinations for all young people  Placing the human needs and rights of every child and young person at the centre of education | |
| **Opportunities for Leadership** | | | **Resource Requirements** | | |
| * Outdoors / Forest school * Family Champion / Engagement * Community Links | | | * Family support * Community links * Gardening / planting equipment | | |

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| **Professional Learning** | **Parental Engagement and Involvement** |
| * Outdoor learning * Forest schools | * Gardening days * Parent helpers (trips/outings) |

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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, children, and families work together to redevelop the Early Years Centre greenspace.  Children will have access to a stimulating outdoor environment which facilitates opportunities to create, develop and explore a variety of skills, knowledge and learning experiences. | Families will have the opportunity to be actively involved in the redevelopment process and beyond.  Family sessions, learning opportunity and consultation as a collective where knowledge and experience can be shared to benefit the restoring of greenspace.  Yearly events calendar will be created to ensure families will have as much notice prior to family sessions/events. Supporting inclusion for all. | Progression of development  Input / Feedback  Family levels of engagement  Children demonstrate an increase in skills knowledge. | August 2024 – onwards  Once established this will be an ongoing investment |  |
| Children will learn how to plant, grow, and nurture their own vegetables, herbs, and flowers – introduction of sustainability. A shared understanding of the power of nurture portrayed through the growth and flourishment of the seeds sown by children and families. | Staff training will be sought to increase knowledge and understanding of basic harvesting skills.  Family learning opportunities rolled out throughout the year showcasing seasonal changes and care for our environment.  Community links created with local allotments to gain knowledge and support in establishing our own. | Progression of development  Input / Feedback  Family levels of engagement  Children demonstrate an increase in skills knowledge.  Strengthened community links. | **August 2024 – ONWARDS**  Once established this will be an ongoing investment |  |
| Forest skills programme re-established and delivered in centre. Children’s confidence and ability to assess risky play outdoors have increased. Children have a strong understanding of boundaries and the importance of listening to and following instructions. Activities which increase problem solving and teamwork increase skills in communication and shared sustained thinking. | Forest skills and outdoor training for staff team  Visit to local woodland area to identify suitable location – risk assessment carried out.  Small groups of children taken to woodland area to familiarise themselves with location, open to all children with intention of creating security within the environment.  Small groups of children identified to take part in 6-week block to learn skills in the forest. | Children demonstrate an increase in skills knowledge.  Input / Feedback | **August 2024**  visit local woodland area identify suitable area for children.  **August – September**  Begin small group visits to woodland area to evoke familiarity and security for children.  **September – ONWARDS**  Small groups of children will take part in CPEYC Forest skills programme. |  |

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| **Section 2: Improvement Priority 2** | |
| **Early Years Centre** | **Colquhoun Park Early Years** |
| **Improvement Priority 2** | **Develop systems and frameworks for operation linking to wider local and national policy.** |
| **Person(s) Responsible** | SLT and wider staff team  Clerical Assistants  Outside agency i.e. Education, Health, Social Work  Children & Families |

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| **NIF Priority** | **NIF Driver** | **HGIOELC QIs** | **CI Quality Framework QIs** | **EDC Service Plan 2024-2027** |
| • Closing the attainment gap between the most and least disadvantaged children and young people;  • Improvement in skills and sustained, positive school-leaver destinations for all young people;  • Improvement in achievement, particularly in Literacy and Numeracy. | School and ELC improvement  Performance information  Parent/carer engagement and family learning  School and ELC leadership  Curriculum and assessment  Teacher and Practitioner professionalism | QI 1.1 Self evaluation for self improvement  QI 1.3 Leadership of Change  QI 1.4 Leadership and Management of practitioners  QI 3.2 Ensuring children's progress  QI 2.3 Learning, Teaching & Assessment | 1.5 effective transitions  3.1 Quality assurance and improvement are well led  2.1 Quality of the setting for play and learning | Improvement in attainment in literacy and English  Improvement in attainment in numeracy and Maths  Closing the attainment gap between the most and least disadvantaged |

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| **Opportunities for Leadership** | **Resource Requirements** |
| * All staff will be responsible for the self-evaluation and implementation of systems/processes throughout the centre. * All qualified staff will be responsible for monitoring and securing progress for their key children. * All staff members will be curriculum leaders ensuring an environment enriched with cross curricular learning opportunity throughout. | * Training both in house and external * Moderation * PDSA cycles * Collegiate working |

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| **Professional Learning** | **Parental Engagement and Involvement** |
| * Systems and processes * Moderation * Relevant evidence * Data collection - analysis | * Feedback / suggestion on centre practice, procedure & policy. * Collaborative working with families, EYC and additional agency (if necessary) to achieve the best possible outcomes for children. |

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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 sound working knowledge of delivery process and securing progress for children.  Staff deliver learning experiences based on the child’s stage of development and use their knowledge of the children’s learning journey to offer appropriate support/challenge. | Staff will access refresher courses throughout the year to ensure the keep up to date with any changes to delivery model, child need, guidance and/or frameworks. | Curricular moderation meetings, termly with SLT, Keyworker and Teachers, to evaluate and secure children’s progress – preschool children.  Audits of children’s learning journals and keyworker input to ensure overall developmental progress and opportunity of children in centre. | Preschool Moderation Meetings **Aug’ 24**  **Jan’25**  **Apr’25**  Periodically throughout the term or as and when additional support has been identified for staff. |  |
| Transitional links with school and robust transition programmes for children support the seamless transition from EYC to Primary.  Improved understanding of transitions for all staff demonstrates a decrease in children’s anxiety surrounding change.  Children develop skills to manage change resulting with an increase in confidence, engagement, and social/emotional wellbeing. | Regular meetings with Head Teacher to discuss pre-school children.  Work in tandem with the school staff to create joint opportunity for family engagement.  Transitional training for all staff promoting recognition on the impact of transitions for children empowering staff with the knowledge to support daily, environmental or marked / occasion transitional periods in child a child’s life. | Feedback from P1 Teachers on children’s wellbeing and ability who have transitioned to primary 2024/2025 (test of change)  Family engagement  Decrease in universal support plans needed to overcome social and/or emotional barriers for children.  Observations  Children’s progress  Transition calendar | *6-month introductory phase of transitional programme carried out in Jan 2024 based on research gathered from Education, Health & Social Work.*  **August 2024**  Introduction to pre-school pack created using information gathered from 6-month test of change.  **August 2024 – October**  Transitional training  **January 2025** Transitional programme rolled out to staff, children & families.  April 2025 –  Joint gala day with school and EYC. |  |
| All policies and frameworks will be refreshed and updated to ensure they reflect the robust systems and processes that are in place. This in turn will ensure the health, safety and wellbeing of all stakeholders. | Review, amend, update, and create robust policy and procedure which align with current centre practice, national and local policy.  Review, amend, update, and create risk assessments for activities both in centre and further afield.  Review, amend and update staff and family handbooks to reflect current practice in centre.  Create a curriculum rational for centre which reflects current practice and curriculum delivery in centre. | Policy and procedure will be reviewed, amended, updated and/or created.  Risk assessments will be reviewed, amended, updated and/or created for activities both in centre and further afield.  Staff and parent handbooks will be reviewed, amended, updated and/or created.  Curriculum rational for centre which reflects current practice and curriculum delivery in centre will be created. | **August 2024 – ONGOING**  **August 2024 – ONGOING**  **August 2024**  **January 2025** |  |
| EDC document ‘Being me under 3’ will be established in centre.  Children under 3 will have their progress tracked, monitored and secured in alignment with the 3-5 approach used in centre. | Allocate staff members to take the lead on implementation of curriculum.  Staff will establish a method or tracking and securing progress using ‘Being me under 3’ document.  Document will be added to excel spreadsheet until up and running on Journal system. |  |  |  |

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| **Section 2: Improvement Priority 3** | |
| **Early Years Centre** | **Colquhoun Park Early Years Centre** |
| **Improvement Priority 3** | **Curriculum Planning & Tracking** |
| **Person(s) Responsible** | SLT and wider staff team  Children & families |

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| **NIF Priority** | **NIF Driver** | **HGIOELC QIs** | **CI Quality Framework QIs** | **EDC Service Plan 2024-2027** |
| .Placing human rights and needs of every child and young person at the centre of education  • Improvement in children and young people’s health and wellbeing; | School and ELC improvement  Parent/carer engagement and family learning | QI 3.1 Ensuring wellbeing, equality & inclusion  QI 1.2 Leadership of Learning  QI 2.5 Family Learning | Delete/copy as required  4.1 Staff skills, knowledge, and values  1.4 Family engagement  1.3 play and learning | Delete / copy as required  Improvement in children and young people’s mental health and wellbeing  Placing the human needs and rights of every child and young person at the centre of education |

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| **Opportunities for Leadership** | **Resource Requirements** |
| * All staff members will be curriculum leaders ensuring an environment enriched with cross curricular learning opportunity which incorporates children’s rights and wellbeing indicators throughout centre. * Family engagement/champion to cascade knowledge and development opportunities to families. | * Staff training both external and inhouse. * Planned parent/family session |

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| **Professional Learning** | **Parental Engagement and Involvement** |
| * Rights training accessed by an appointed staff member * Information on curricular delivery of Rights accessible by all. * Centre visits to gain knowledge and ideas on delivery models. * PDSA cycle to moderate impact of delivery | * Family sessions * Parent/Children forums |

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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 will have a sound understanding of children’s rights, implementing the foundational teachings of these for children throughout the centre appropriate to their age/stage of development. | A staff member will be appointed (based on PDR) to attend training sessions on the delivery of Children’s rights in the Early Years.  Staff member will cascade knowledge back to centre using TEAMS tile as central point for sharing information with wider staff team. | Training sessions have been attended and information cascaded throughout centre. | **August 2024 – Onwards**  CPD opportunities available sourced and accessed. |  |
| Children’s Rights will be incorporated into cross curricular delivery throughout centre. Children will have the opportunity every 6 weeks to explore a different article through age/stage appropriate delivery. | Curriculum content will include planned learning around children’s rights and opportunity for children | Floor books and journal entries will capture the children’s voice and learning journey.  Children will begin to develop their understanding of rights, having the opportunity to present and express their views. | **August 2024**  Roll out delivery model in line with the present cross curricular delivery. |  |
| Develop and implement rights-based interactive family sessions to enhance knowledge and understanding of children's rights, utilising this knowledge to improve the well-being of all children in the Early Years Centre. | Family sessions will be planned and promoted to all. These sessions will breakdown children’s rights relating them to practice and practical everyday life. | Family Engagement and feedback from family sessions. | **October 2024**  Introduce the foundations of our Rights Based Approached to families during curriculum evening.  **January 2025**  Interactive sessions for families |  |