**BEANSTALK FNC**

**IMPROVEMENT PLAN**

**Session 2025-26**

Diagram

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| **Education Directorate Improvement Plan:** Equality & Equity/Health & Wellbeing | | | | |
| **Focused Priority: 1. Promote equality of opportunity to meet individual needs** | | | | |
| **Quality Framework** | | | | |
| * Children thrive and develop in quality spaces * Children play and learn * Children are supported to achieve | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| * All Staff and children encourage and embrace diversity, equity and inclusion, ensuring our nursery is a safe, caring, supportive, non-judgmental, environment for all. | * Staff training around equity & inclusion. * Staff training on ensuring the nursery environment is safe. (SIMOA etc.) * Identify and address barriers to participation and learning. * Analysis of the language and terms used with children by adults. | * SMT * All staff | * Staff feedback through professional discussion/dialogue * Feedback from all stakeholders (Questionnaires etc.) * ECERS – 3 (Promoting acceptance of diversity 26) & (Promoting acceptance of diversity 28) & (Provision for children with disabilities 37) * ITERS -3 (Promoting acceptance of diversity 23) | **Term 1** |
| * All staff are confident with new guidance for preparing food/snacks | * Use the new “Setting the Table” Guidance to ensure nutritious snacks and meals are provided which also meet the cultural needs and preferences of all children. * Review Beanstalk’s Food & Nutrition Policy. * Liaise with the NHS Whole Family Wellbeing Service – Healthy weight team to inform staff on how to support families with healthy eating * Family Team Food Champions to deliver practical information sessions on healthy food options | * DHoC * All Staff * Family Work Team * Family Work Team | * Snack/cooking/baking/menu plans in place which meet the requirements of the “Setting the Table” Guidelines and takes all stakeholders cultural needs and preferences into consideration. * Updated Policy on Food & Nutrition in place and fully implemented by all staff. * Families more confident in providing healthy options for children in the way of snacks and meals. * Reduction in the number of children only drinking juice * High level of engagement from families in Cooking Workshops. * Feedback before and after from participant (Questionnaires) | **Term 1**  **By Dec 2025**  **Term 2**  **Term 1** |
| * All Stakeholders are confident with the Nurture Centre’s Vision, Values and Aims and that these are embedded in practice to ensure the best learning environment for children and families. | * Embed Nurture Centre Vision, Values and aims. * Revisit self-regulation approaches e.g. Nurturing Approaches, Emotion Works, Mindfulness practices, ensuring consistency among the whole staff team. * Further develop & embed “Nurturing Approaches” Staff Handbook. | * SMT * All Staff * Equity & Diversity Working Party * Ed Psych Service | * Vision, Values and Aims of Centre are visible in all Playrooms. * Staff feedback through professional discussion. * Nurturing Approaches Handbook embedded in practice with all staff confident in approaches to use. * “Applying Nurture As a Whole School Approach” HMI Toolkit used to monitor progress. | **Term 1**  **Term 1**  **Term 3** |
| * Resources in all playrooms are inclusive, support diversity and are non-discriminatory ensuring all learners and their families feel seen, respected and included. | * Review of all resources to ensure they are diverse, inclusive, non-stereotyping and are promoting all minority groups positively.      * Build up understanding with all staff on how to diversify traditional stories, songs & rhymes. * Review the playroom environments, ensuring the spaces are balanced to include calm, sensory spaces making them accessible to all. | * SMT * All Staff * HT/PT * SMT * All staff | * ECERS – E (Gender equality and awareness 14) & (Race equality and awareness 15). * Leuven’s before and after scores. * Staff feedback through professional discussion. * Staff feedback through professional discussion. * “Applying Nurture As a Whole School Approach” HMI Toolkit used to monitor progress. | **Term 4**  **Term 2**  **Term 2** |
| * Promote a culture of inclusion where all members of our community feel valued, respected and included at Beanstalk FNC | * Ensuring Beanstalk’s Family Work Program is reflective of the needs of the whole community including any minority groups. | * Family Work Team | * Stakeholders’ questionnaires understanding “lived experiences” of our community. * Staff feedback through professional discussion. | **Term 2** |
| **Ongoing Evaluation** | | | | |
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| **Education Directorate Improvement Plan:**  Achievement | | | | |
| **Focused Priority: 2. To promote and further develop children’s language and literacy skills through their play experiences** | | | | |
| **Quality Framework** | | | | |
| * Children thrive and develop in quality spaces * Children play and learn * Children are supported to achieve | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| * Children will show increased confidence in rhyme and rhythm reading skills and their listening and talking skills. | * Staff training on creatively using music, rhythm and rhyme to promote language development – embed Kodaly into daily practice. * All staff to engage in ELiPs update training (including for Under 3s) to increase confidence in measuring children’s language development through their play | * Training provided from YMI in Kodaly * Literacy Working party * PT & EYLO | * Following playroom observations, Staff skills in music education are enhanced, and they appreciate the link that music can play in closing the equity gap in literacy development. * Playroom observations show that Kodaly sessions are embedded in daily practice. * Analysis of ELiPs scores & planning next steps for children based on this evidence. | **Term 2 (Nov In-Set Day)**  **Term 1 (Aug In-Set Day)** |
| * Children will have increased opportunities to be creative across the Expressive Arts throughout the playroom provision both indoors and outdoors | * Development of the learning environment indoors and outdoors to promote literacy and build confidence to allow staff to identify learning & promote next steps for children. | * All staff | * PLJs show that children are making very good progress across the curriculum * Playroom observations show that Staff are more confident when providing quality experiences for children linked to the expressive arts and extending learning through next steps. | **Term 1** |
| * Parents will have a greater awareness of their role as their child’s first educator and how to support   their child’s literacy skills through their daily interactions and play. | * Support parents to build on children’s talking & listening skills through the PEEP Talk Program & Let’s Connect | * Seniors * All Staff * Family Work Team | * Evidence collated from questionnaires and parent/carer focus groups will show that parent’s/carers are more knowledgeable about the impact on their child’s literacy development (listening/talking skills) that daily opportunities to interact/communicate has. * Through feedback, Parents are more aware of the positive benefits in their child’s literacy skills in engaging in shared reading and literacy experiences in the home. | * **Term 1 PEEP Talk Training (Oct 2025)** |
| * Children and parents will regularly share stories and rhymes at home and spend quality time together improving children’s literacy skills | * Establish Home Learning Links and “Bed-Time Reading” through the development of a quality Literacy Lending Library and focusing on “Rhyme of the Week” | * Literacy Working Party | * Evidence collated from questionnaires and parent/carer focus groups will show that parents/carers are more knowledgeable about rhymes and songs sung at nursery and are able to support children to sing at home. * Most Children are making very good progress in reading. * Collection of data of how many children are receiving stories. * Feedback on routines and parental engagement. | * **Term 3** |
| * The language and literacy curriculum offer in all playrooms is rich allowing children to progress in their learning | * Embed and build confidence with all staff regarding language and literacy developmental progressions * Staff training to develop confidence in setting next steps in literacy learning for all children | * HT/PT * All Staff * HT/PT * All Staff | * Professional dialogue & discussions with SMT show that Staff are knowledgeable of the skills progression in literacy. * Staff are skilled in assessing each child’s achievements in literacy and planning appropriate next steps in learning. * Staff are skilled in sharing Learners’ literacy development and next steps with parents. | **Term 3 (Feb In-Set Day)** |
| **Ongoing Evaluation** | | | | |
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| **Education Directorate Improvement Plan:**  Achievement | | | | | |
| **Focused Priority: 3. Embed robust self-evaluation practices across the setting** | | | | | |
| **Quality Framework** | | | | | |
| * Leadership * Children thrive and develop in quality spaces * Children play and learn * Children are supported to achieve | | | | | |
| **Expected Impact** | | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| * All children will experience high quality, progressive learning opportunities across the curriculum. | | * Provide training for all Staff in using the new Quality Framework to support self-evaluation and quality assurance procedures across all Playrooms | * SMT * All Staff | * All Staff will be more confident in using the new framework to self-evaluate the playroom practice. | **Term 1 (Aug In-Set Day)** |
| * All Staff will enhance their observation and assessment skills through planned moderation activities; this will ensure all children have opportunities to make progress across all areas of the curriculum. | | * As part of collegiate sessions, practitioners will engage in professional dialogue on observation and assessment of the curriculum using the new Framework * All Staff will use CfE benchmarks for all curriculum areas to engage in moderation activity of PLJs, planning and playroom core provision. | * HT/PT * All Staff * PT * All Staff | * Analysis of attainment and observation data in Literacy, Numeracy along with all areas of the curriculum. * Staff will show more confidence in the use of the benchmarks. * Through moderation activities, Staff confidence in self-evaluation will increase leading to improved outcomes for children. * Feedback from moderation activities will inform next steps in improvement. | **Term 3** |
| * All staff will track children’s progress across the curriculum and use observational evidence to support professional judgements. | | * All staff will use the progression pathways for identified curriculum areas to ensure planned play and learning experiences are progressive for all children. * Evaluate Learning Consultations and Forward Planning dialogues to ensure assessments within identified curriculum areas are linked to evidence informing professional judgements. | * SMT * All Staff * SMT * All Staff | * Staff’s views & feedback on making predictions about where children are in their learning. * Staff’s professional dialogue with SMT at Planning Meetings and Learning Consultations. * Evidence from Planning Evaluations, Learning Consultations, PLJs etc. * Observations linked to identified areas of the curriculum (QA calendar) | **Term 4**  **Term 2** |
| * New tracking & monitoring tool Progress will be used effectively by all staff | | * All staff, in liaison with SLT, will develop their understanding of the Progress Framework for 3-5. This will be used within Learning Consultation Meetings to track progress in learning across the curriculum and record targeted interventions for individuals * All staff will use the reporting aspect of the framework to complete end of session written reports to ensure all parents/carers have access to an annual written report which is informed by professional judgements. | * SMT * All Staff * All staff | * Accurate information about children’s progress is shared with parents on a regular basis as outlined on the Quality Assurance Monitoring calendar. * Written Reports for children are of a high quality and accurately reflect staff’s professional judgements on progress made over time. | **Term 1**  **Term 4** |
| **Ongoing Evaluation** | | | | | |
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