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| **Education Directorate Improvement Plan:** Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement | | | | | |
| **Focused Priority:** Meet children’s development needs through carefully considered interactions, spaces and experiences:   * Develop outdoor area of the nursery to ensure progressive learning experiences, centred on the needs and interests of children * Ensure language, literacy and numeracy are enhanced through play learning experiences outdoors | | | | | |
| **HGIOS4 Quality Indicators:** | | **Quality Framework:**  **High Quality Spaces; Play & learning; Learning, teaching and assessment** | | | |
| **Expected Impact** | **Strategic Actions Planned** | | **Responsibilities** | **Measure of success**  *(Triangulation of Evidence/QI Methodology)* | **Timescales** |
| Effective use of the outdoor environment leads to enhanced learning experiences  and outcomes for children, centred on their needs and interest  All children will have the  opportunity to participate in a  range of challenging, progressive  and creative outdoor learning  experiences and spaces  Children have access to  high quality learning in all  curriculum areas outdoors  Staff are able to skilfully observe, support and extend learning in meaningful and responsive ways | Audit current experiences, spaces, interactions, knowledge and understanding of outdoor learning. Gather baseline data from families, staff and children about current confidence, capacity and next steps for outdoor play (repeated May 26)  Professional learning and dialogue about scaffolding child-led play, outdoor play pedagogy and risk benefit.  Regular huddles and self-evaluation sessions to share practice and review outcomes/impact of approach to ensure consistency with self-reflection and evaluation.  Nursery team to engage regularly with all stakeholders in reviewing outdoor learning so that everyone understands what the nursery is trying to achieve.  Redesign garden layout to create defined, engaging play zones (eg loose parts play/construction, expressive arts, storytelling, planting, water play, mud kitchen)  Involve children in planning and caring for the garden (eg risk assessment, planting and watering)  Embed inquiry-based play outdoors (eg problem-solving challenges, nature investigations, creativityt)  Introduce a wider range of open-ended materials to support meaningful early maths and literacy play (eg pebbles, chalk, clipboards, signs, counting sticks)  Peer observation visits to other settings | | EYOs  SLT  HT, NT  EYOs  HT  Nursery Team  HT, NT, EYOs  EYOs  NT, EYOs  NT, EYOs  EYOs | **Data**   * Planning & Tracking Meetings * NIP Floorbook * Baseline audit of outdoor provision (June 25, repeated Dec 25 and March 26) * Staff Baseline Questionnaire about current confidence, capacity and next steps for outdoor play (repeated May 26) * Family Baseline Questionnaire about current views on outdoor garden area, learning through play and next steps (repeated May 26) * Self-evaluations using Quality Framework   **Views**   * Children’s views about garden area and playing outdoors (baseline June 25, repeated May 26) * Children’s voice in planning (PLJs and Learning Walls) * Family NIP priority questionnaire * Staff NIP priority questionnaire   **Observations & Monitoring**   * Learning Partnership visits * SLT visits to nursery as outlined in Quality Assurance calendar * Nursery teacher observations * PLJs * Planning (Daily responsive and intentional) | June 25  From Aug 25  At least termly updates  August-September 25  Term 1  Term 2  Term 1  Term 2, 3 |
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| **Ongoing Evaluation**  See Floorbook for evaluations and evidence from all staff, children, and families. | | | | | |

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| **Education Directorate Improvement Plan:** Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement | | | | | |
| **Focused Priority:**   * To create a strong, shared vision and set of nursery values that reflect the voice of children, families and staff * Strengthen agency, ownership and leadership at all levels | | | | | |
| **HGIOS4 Quality Indicators:** | | **Quality Framework:**  **Leadership and management of staff and resources: Vision, Values and Aims** | | | |
| **Expected Impact** | **Strategic Actions Planned** | | **Responsibilities** | **Measure of success**  *(Triangulation of Evidence/QI Methodology)* | **Timescales** |
| A clearly co-created vision and values are visible and embedded across the nursery  Children demonstrate increased confidence in expressing ideas, leading routines and contributing to planning  Staff show agency in leading areas of improvement and reflective practice, leading to improved outcomes for children  Planning, spaces, experiences and interactions reflect core values and child voice | Gather family, child, staff feedback about hopes/aspirations for children during their nursery years, and skills and qualities want to develop in nursery  Create vision statement (make sure it is child-friendly, accessible and visible in nursery)  Vision displayed in a visual, accessible way and shared with children and families  Display and regularly revisit vision and values with visual, accessible formats for all children  Create regular opportunities for children to express views, make decisions and lead learning (eg child planning, daily helpers, floorbooks) | | Nursery Team  Nursery Team  EYOs  NT, EYOs  EYOs | **Data**   * Family, child, staff feedback about hopes/aspirations for children during their nursery years, and skills and qualities want to develop in nursery * Planning & Tracking Meetings * NIP Floorbook * Floorbooks * Planning sheets * Values * Vision statement * Self-evaluations using Quality Framework   **Views**   * Children’s voice in planning (PLJs and Learning Walls) * Family NIP priority questionnaire * Staff NIP priority questionnaire   **Observations & Monitoring**   * Learning Partnership visits * SLT visits to nursery as outlined in Quality Assurance calendar * Nursery teacher observations * PLJs * Planning (Daily responsive and intentional) | May 25  June 25  Aug 25  From Term 1  From Term 1 |
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| **Ongoing Evaluation**  See Floorbook for evaluations and evidence from all staff, children, and families. | | | | | |