

Foulford Nursery



Nursery Improvement Plan

Session 2023-2024

Achieving Excellence and Equity

Priority 1: To develop and embed a consistent approach to de-escalation across the nursery, to ensure all children’s wellbeing needs are met.

Continuing with the work that we started last session

National Improvement Framework Priority: Improvement in children and young people’s health and wellbeing leading to improvement in attainment

National Improvement Key Drivers: Practitioner Professionalism; Parental Engagement; Assessment of children’s progress

HGIOELC Quality Indicators

Key QIs: 1.2 Leadership of learning; 1.3 Leadership of change; 3.1 Ensuring wellbeing, equality and inclusion; 2.4 Personalised support;

Linked QIs: 2.3 Learning, teaching and assessment 2.5 Family learning; 2.7 Partnerships; 3.2 Securing children’s progress

CI Quality Framework: 1.1 Nurturing care and support; 1.2 Children are safe and protected; 1.4 Family engagement; 3.1 Quality assurance and improvement are led well 4.1 Staff skills, knowledge and values

Expected Impact	Strategic Actions Planned	Responsibilities	Timescales	Measure of Success <i>(Triangulation of Evidence)</i>
All children will have access to universal supports to enable them to self-regulate.	1. Professional learning sessions for staff to critically review key policies and documents that underpin a nurturing approach and de-escalation approaches. <i>(Realising the Ambition, De-escalation PL pack, Up Up and Away, Fife Positive Relationships and Emotion Works.)</i>	Sharon Clark/Angela McCleary and Marie Bremer	September – December 2023	<u>Data</u> Moderation Activity Outcomes Long term planning Medium term planning Attainment Data
All children with an identified social, emotional or mental health additional support need will have access to additional and intensive supports to ensure their needs are met.	2. All staff to understand the Emotion Works progression to be used across the nursery/school to support discussions about recognition of emotions, recognition of body sensations, recognition of actions and other strategies that could be used	Jac Niven Vicky Bedborough	September 2023	<u>Observation</u> SLT, LP and Playroom observations PLJ sampling
An increased number of children will have an increased awareness of their emotions and be able to identify	3. To create a universal list of supports, that will be available in all playrooms to help children regulate their emotions.	Angela MCLeary Jac Niven Vicky Bedborough	September 23	<u>People’s Views</u> Pupil Questionnaire Staff Questionnaire Parent Questionnaire
	4. Gather views of staff, parents and children about how we could better support children’s recognition and regulation of emotions.	Jac Niven and Vicky Bedborough	September 2023	Parent Questionnaire External visitors - feedback
	5. Create an action plan and identify key priorities for improvement for this session.	Jac Niven and Vicky Bedborough	October 2023	External visitors - feedback

strategies that will help them regulate their emotions.	7. To create an additional list of supports, that staff can use to support children to regulate their own emotions.	Jac Niven and Marie Bremer	Inset November 23	
All staff will have a clear understanding of their role in providing universal, additional and intensive supports to ensure all children's wellbeing needs are met.	8. Professional learning opportunities for staff to share successful approaches using emotion works and universal supports.	All staff	Inset November 23	
	9. To review and update the Positive Relationships and Behaviour Guidance and Anti Bullying Guidance and share with parents	Jac Niven and all staff	December 23	
	10. To communicate in a range of ways with parents about how they can support their child emotional wellbeing at home using Emotion Works	Jac Niven and Marie Bremer Vicky Bedborough	April 24	

Ongoing Evaluation

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NURSERY - Priority 2: To ensure that staff professional learning leads to continuous improvement, impacting on children’s learning experiences and wellbeing				
National Improvement Framework Priorities: Placing the human rights and needs of every child and young person at the centre of education				
National Improvement Drivers: ELC Leadership; Practitioner Professionalism: Parent/Carer Engagement				
CI Quality Framework - Quality Indicators 1.4 Family Engagement; 2.1 Quality of the setting for care, play and learning; 2.2 Children experience high quality facilities; 3.1 Quality Assurance and improvement are led well 3.2 Leadership of play and learning; 4.1 Staff skills, knowledge and values;				
HGIOELC – Quality Indicators 1.2 Leadership of Learning; 1.3 Leadership of Change; 2.5 Family Learning; 3.1 Ensuring wellbeing, equality and inclusion				
Expected Impact	Strategic Actions Planned	Responsibilities	Timescales	Measure of Success
<p>All staff engage in professional learning that has a positive impact on children’s experiences and wellbeing</p> <p>All staff are using their professional learning experiences to empower parents/carers to support their child out with the setting</p>	1. Professional learning session with all staff about What is Professional Learning? What does it look like? What is our responsibility?	Angela McCleary	August	Data Action Plans ELIPS Data
	2. Share overview of SEYO and EYO role. All staff to reflect on their own role profile and identify strengths and next steps?	Angela McCleary	August	
	3. All staff to complete an audit to gather information on previous and planned professional learning and areas of interest	All staff	August	Observation Nursery Observations PLJ Sampling Nursery Planning Learning Walls Floor Books Quality Interactions
	4. All staff to work collaboratively to lead an area for improvement across the year.	All staff	August	
	5. All staff to create an audit tool to gather views of all stakeholders for area of development	All staff	October	
	6. All staff to create an action plan with clear outcomes for improvement, which should include family learning opportunities	All staff	November	People’s Views Children’s voice Staff Questionnaire Parent Questionnaire Settling in Meetings
	7. All staff to share an update with team on area for development at all staff meetings.	All staff	November February May	

All staff to work collaboratively to lead an area for improvement	8. All staff to engage in professional dialogue about how they have improved their practice as a result of their own professional learning.	All staff – facilitated by Angela McCleary	November February May	Progress Meetings
	9. All staff to gather evidence of impact of area for improvement through children, parent and staff views and written evidence.	All staff – facilitated by Angela McCleary	May	
	10. All staff to engage in professional learning and dialogue around legislation, statutory requirements, national and local guidance and codes of practice – <i>Realising the Ambition (Aug); Up Up and Away; New Shared Inspection Framework (Feb); and CI key documentation</i>	Angela McCleary	August November February May	
Ongoing Evaluation				

NURSERY - Priority 3: To use the Up Up and Away framework to support our additional planning for children				
National Improvement Framework Priorities: Improvement in attainment, particularly in literacy and numeracy; Improvement in children and young people’s health and wellbeing National Improvement Key Drivers: ELC Leadership; Practitioner Professionalism: Parent/Carer Engagement; ELC Improvement				
CI Quality Framework - Quality Indicators 1.4 Family Engagement; 2.2 Children experience high quality facilities; 3.2 Leadership of play and learning; 4.1 Staff skills, knowledge and values;				
HGIOELC – Quality Indicators 1.2 Leadership of Learning; 1.3 Leadership of Change; 2.5 Family Learning; 3.1 Ensuring wellbeing, equality and inclusion				
Expected Impact	Strategic Actions Planned	Responsibilities	Timescales	Measure of Success <i>(Triangulation of Evidence)</i>
All staff are familiar with the Up Up and Away framework and can use independently to identify and plan appropriate supports for children	1. Professional learning with all staff to become familiar with the Up Up and Away Framework – Break down into one section at a time.	Angela McCleary and Susan Hampton	August November February May	Data Attainment Discussions ELIPS Data Observation Nursery Observations PLJ Sampling Nursery Planning Quality Interactions People’s Views Children’s voice Staff Questionnaire Parent Questionnaire Settling in Meetings Progress Meetings
	2. All staff to use the Up Up and Away Framework to collaboratively audit the environment – Feedback to staff and create action plan	All Staff	November	
	3. All staff to identify a keyworker child who is at risk of underachieving, through not meeting milestones, low eLips score or not engaging in play. Use framework to assess and identify strategies to support them.	All Staff – facilitated by Susan Hampton	November - February	
	4. All staff to engage in professional dialogue about impact of strategies	All Staff	February	
	5. As a staff, reflect on how we can use this resource going forward and identify any strategies/resources that should become universal supports.	All Staff – facilitated by Angela McCleary	February	
Ongoing Evaluation				

