



<p>Priority 1 – 1.1/ 2.3 / 2.4 / 3.1 All Early Years Practitioners will be upskilled in supporting children with additional support needs in nursery. All children with identified barriers to learning will be supported to achieve their potential which will be evidenced throughout PLJs, e-LIPS and significant observations.</p>					
<p>Directorate Improvement Plan</p> <ul style="list-style-type: none"> ✓ Equity & Equality ✓ Achievement 			<p>HGIONURSERY Quality Indicators: 1.3 Leadership of Change Drivers</p> <p>1.1 Self Evaluation for Self-Improvement 1.2 Leadership of Learning</p> <p>Processes</p> <p>2.2 Curriculum 2.3 Learning, teaching & assessment</p> <p>Outcomes</p> <p>3.2 Securing Children’s Progress</p>		
<p>Has this priority been: (Please highlight)</p>	<p>Fully Achieved</p>	<p>Partially achieved</p>			<p>Continued into next session</p>
<p>Progress:</p> <p>DHT read ‘Developing Differently’ by Joshua Muggleton before the start of Term 1 and used the terminology in the book around ASN to put together a questionnaire to gain an understanding of where staff development needs lay around supporting children.</p> <p>On Inset Day 2 all staff completed a questionnaire on supporting children with ASN which identified that;</p> <ul style="list-style-type: none"> ✓ Almost all staff felt that they were confident or very good in supporting children with ASN that displayed attachment difficulties, ASD, challenging behaviour, that needed consistent routines, realistic expectations, modelling of behaviours, personal space, containment, and symbols ✓ Most staff felt they would benefit from input on the following areas- Intellectual Disability, Global Developmental Delay, Trauma, ADHD, Sensory Sensitivities, Neurodevelopmental Disorders and Scripting. <p>Throughout the session staff have been given input on identified areas during collegiate sessions and Inset Days. Part-Time/Early Entrant Staff have had the opportunity to engage through PowerPoints and reading shared with them if they were unable to attend. Input has been delivered by the Nursery Leadership Team along with our SfL Teacher and our Educational Psychologist.</p> <p>Over the session all staff have engaged in reading ‘Developing Differently’ and have been provided with a Reading Plan for them to record notes and ‘light bulb moments’.</p> <p>Staff have been given the opportunity to have professional dialogue in playrooms as well as on Inset Days. Some staff have also shared the reading material with parents where they felt it was appropriate and would be beneficial.</p> <p>On Inset Day 4 staff engaged in dialogue after watching the “Nurturing Approaches” module. Staff reflected on how our environment supported the needs of our children.</p> <p>In Term 4 a Questionnaire was completed by all staff to measure the progress made in the achievement of this priority. The questionnaire also asked staff to identify next steps.</p>					
<p>Impact:</p> <p>Early Years Practitioners have been given the opportunity throughout the session to share their thoughts and light bulb’ moments with other staff;</p> <ul style="list-style-type: none"> ✓ “ Sometimes we are so busy firefighting that we do not take time to stand back and think about what I can do differently?.” -Early Years Practitioner ✓ “ I think as much as possible we have to communicate the positives about children to parents as often, they have so much to deal with.” -Early Years Practitioner 					



- ✓ “Completely related to everything said in the book having gone through it myself. Grief played a big part. It has helped me to see that although outlook changed, my child’s experiences did not.” -Early Years Practitioner
- ✓ “ Changing language from goals to values. Values are never achieved or failed. Values keep you going when things get difficult.” -Early Years Practitioner

As part of reviewing our NIP with staff in January and May we identified that;

- ✓ All Early Years Practitioners have a better awareness of children’s needs and felt more confident and attuned in supporting children.
- ✓ It was also recognised that dialogue between staff teams has supported in improving confidence.
- ✓ Staff also identified that they were more skilled in supporting parents/families with their children as well as being more aware of a parents’ point of view.
- ✓ Outcomes have improved for our all children through the input, and staff feel that identified children are calmer and can regulate their emotions in a better way due to input.
- ✓ Some staff have spoken to parents about ‘Developing Differently’ and have given parents the opportunity to borrow/purchase it.

After watching the ‘Nurturing Approaches’ module on Inset Day 4 , staff were able to identify that our environment supported the needs of our children by providing calm, cosy, and quiet areas. Sensory resources were added to meet the needs of identified children.

The post questionnaire in Term 4 identified that;

- ✓ Almost all Early Years Practitioners evaluated that the input had been beneficial, and it was suggested that regular refreshers were on offer.
- ✓ All Early Years Practitioners have been upskilled in supporting children with ASN and this has also been evident when having dialogue with staff during their PRD.
- ✓ All Early Years Practitioners felt that reading the book ‘Developing Differently’ had been helpful in developing their knowledge around supporting children with ASN.

Our work around supporting children with ASN has had an impact on staff’s ability to support children and this has had some impact on outcomes in eLIPS.

- ✓ In August 2023 we had 42 children beginning their Pre-School Year and of this cohort 16 children were assessed as being on red in all areas of eLIPS :doing, understanding and saying.
- ✓ In June 2024 after the children had been re-assessed 6 of these children had moved onto amber in all areas.
- ✓ 5 children had moved onto green in all areas.
- ✓ 5 of the children stayed on red but had improved age scores. All of these 5 children have full or part-time placements in ASC for August 2024.

12 Parents/Carers completed the ParentWise Survey.

Almost all (92%) gave a positive response to “*I feel staff really know my child as an individual*”, “*The school/nursery supports my child’s emotional wellbeing*” and “*My child has the relevant support to enable them to achieve at school/nursery*”

20 of our Nursery children complete the PupilWise Survey.

All children gave a positive response for “*I am happy*” and “*I enjoy learning*”

Next Steps:

Early Years Practitioners identified areas for further development through the post questionnaire completed in Term 4. This has included;

- ✓ Further training on how staff can safeguard other children and themselves when children are displaying challenging behaviour.
- ✓ Input on ASD.
- ✓ Additional input on children that have sensory needs.
- ✓ Appropriate Physical Interventions, as in lifting a child or other strategies to support distressed behaviour.

As part of a Fife Council Initiative, Lesley Harrison our Peripatetic Nursery Teacher and Sharon Hunter our Early Years Lead Officer will be involved in a programme of learning on ‘Up, Up and Away.’ They will then both deliver



sessions to Early Practitioners which will support further development in this area.

As a result of our quality assurance and collaborative work with professionals, staff have identified that an increased number of our children are attending Nursery who have limited or no language. This impacts negatively on our children’s progress, engagement and participation.

Priority 2 – 1.3 / 2.7 / 3.1
 Children’s Rights will be embedded in our nursery setting and this will be evidenced by the language used by almost all staff and most children as well as through PLJs.

Directorate Improvement Plan		HGIONURSERY Quality Indicators; 1.3 Leadership of Change			
<ul style="list-style-type: none"> ✓ Equality & Equity ✓ Achievement 		Drivers 1.1 Self Evaluation for Self-Improvement_ 1.2 Leadership of Learning Processes 2.4 Personalised Support 2.5 Family Learning 2.7 Partnerships Outcomes 3.2 Securing Children’s Progress			
Has this priority been:	Fully		Partially		Continued into next session
(Please highlight)	Achieved		achieved		

Progress:

In Term 2 our SEYO’s put together a cohort of staff to look at Children’s Rights and how we could promote rights consistently across the nursery. A member of staff from each Playroom made up the group along with our 2 SEYO’s.

Across the session staff have identified appropriate and relevant Children’s Rights to promote in each room.

In Term 3 there was a focus on making Parents/Carers aware of the work that was being carried out in nursery on Children’s Rights. Information was shared on Seesaw as well as information on our Nursery Improvement Journey Wall for Parents/Carers.

In Term 4 at a collegiate session most staff were engaged in reviewing our Nursery Aims as well as reviewing Aims from other nurseries.

In Term 4 all staff in both nursery and school were given the opportunity to complete a questionnaire about the nursery aims. 33 staff completed this questionnaire.

As part of Care Inspectorate Guidance, we have a ‘SIMOA (Safety, Inspect, Monitor, Observe, Act)’ elephant in each Playroom. The children take their elephant when going out and talk about the importance of being kept safe and keeping themselves safe. This has linked in well with the work completed around Children’s Rights.

Impact:

Early Years Practitioners have observed that the language of Children’s Rights is being used more in the Playrooms. This is evident through the language used by the children, floor books and displays in Playrooms.

Early Years Practitioners have identified that some children have a good awareness of their rights and have used the language in the Playroom;

- ✓ “I have to have fun and to sleep.”-child
- ✓ “I have to have food and drink and to play outside.”-child
- ✓ “I have to be kept safe and do not go with a stranger.”-child
- ✓ “I have to have water.”-child

In Term 4 as part of our PLJ monitoring, staff were asked to engage in a peer monitoring process and to look for evidence of children’s rights in the observations being taken of children.



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In some PLJ's, significant observations were identified that were linked to Children's Rights.
 In Term 4 a Forms questionnaire was shared with staff and Parents and Carers to gather views on the changes we were planning to make to our Nursery Aims. The feedback detailed;

- ✓ The majority (63%) of our Parents and Carers that completed the survey agreed that our Nursery Aims needed updating.
- ✓ Most (82%) staff that completed the survey agreed that our Nursery Aims needed updating.
- ✓ A minority (47%) of Parents and Carers felt the wording needed to be shorter and clearer.
- ✓ Almost all (94%) staff felt the wording needed to be shorter and clearer.

Some of the suggestions by parents and carers around key words/phrases that needed to be included in any updated aims detailed;

- ✓ "Focus is on providing lots of opportunities for investigation, exploration, imagination, creativity, and self-child-led practice enables children to find what interests them most and use this as a basis for their development."
- ✓ "Self-esteem and success, happy, stimulating environment, respected partners in their child's education."

Some of the suggestions by staff around key words/phrases that needed to be included in any updated aims detailed;

- ✓ "Nurturing, safe, support, welcoming."
- ✓ "Positive relationships, happy and confident, respected, equality and equity, for all children to receive the best experiences and opportunities possible."
- ✓ "Everything in our aims is good just needs to be shortened. Words I think should be in aims are safe, secure, inviting, respected, listened to - children's voice, equality, holistic approach, children's rights, open learning."
- ✓ A minority (27%) of staff detailed the word "safe" needs to be included.

Next Steps:

In Term 1 next session the information gathered will be used to update our Nursery Aims and they will be launched at a Family Engagement Session in Nursery.

In Term 1 we also plan to start the session by focussing on targeted Children's Rights as a whole nursery. These may include the right to privacy, care and right to play. The plan is to purchase characters as a visual representation of these values following the success of our SIMOA elephant.

Priority 3- 2.2 / 2.3

To develop our learning environment to ensure displays are of a high quality and reflect the learning and ethos of our nursery. This will include improving identified areas to encouraged increased engagement of children.

Directorate Improvement Plan

- ✓ Equality & Equity
- ✓ Achievement

HGIONURSERY Quality Indicators 1.3 Leadership of Change

Drivers

- 1.1 Self Evaluation for Self-Improvement
- 1.2 Leadership of Learning

Processes

- 2.2 Curriculum
- 2.3 Learning, Teaching & Assessment

Outcomes

- 3.2 Securing Children's Progress

Has this priority been:	Fully		Partially achieved	Continued into next session	
(Please highlight)	Achieved				

Progress:

In Term 1 most Early Years Practitioners were involved in reviewing Playrooms using the format "2 Stars and a Wish" to evaluate. The results were collated, and feedback was given to each room.

Most Early Years Practitioners attended a Term 2 collegiate session on "Realising the Ambition ". Those unable to attend in person due to work patterns were provided with all of the relevant information.

Early Years Practitioners were encouraged to reflect on their environment, their practice and take forward



improvements.

In Term 2 we had a Quality Improvement Visit led by Lesley Adams (Early Years PT) and Jenna Inglis (Early Years Development Officer). A graffiti wall was developed by the Nursery Leadership Team using the ECERS (Early Childhood Environment Rating Scale) Document to support the evaluation of our Learning Environment. Feedback was given to the Nursery Leadership Team, and this was fed back to staff. A return visit was made in Term 4 and the previous recommendations for improvement were revisited.

The Quality Improvement Visit identified that Early Years Practitioners would benefit from professional learning on 'Learning Walls.' On Inset Day 4 Lesley Adams delivered an input on Learning Walls to staff and staff were asked to plan next steps in relation to their learning and what they intended to have in place by the next week, next month and next term.

A follow up QA visit was planned for term 4 to review progress.

In Term 4 we hosted an Open Session for other Early Years Practitioners to visit our setting to enable the Staff Team to share the good practice that has been identified across the session.

Impact:

Feedback in Term 1 from Peer Learning Visits highlighted that rooms had been thoughtfully and well laid out. In all rooms particular areas were highlighted as good practice. Improvements identified included areas being better labelled and further resources/provocation needed in particular areas.

Our Quality Assurance visit in Term 2 identified the following strengths;

- ✓ Good quality interactions were evident.
- ✓ Staff knew the children well and were nurturing.
- ✓ The rooms were well laid out and had quiet, cosy areas for the children to access.
- ✓ Children were independent using the snack areas.

Areas for Improvement identified were;

- ✓ Woodwork areas needed improved in relation to resources on offer and more provocation on offer.
- ✓ Key Wall displays should be at children's level.
- ✓ Children should have the opportunity to make dough and powder paint independently.

Our return visit in Term 4 identified;

- ✓ In all rooms progress had been made since the last visit and staff had addressed next steps.
- ✓ Evidence of impact was also identified in relation to the Learning Wall Input on Inset Day 4. Learning Walls were all at various stages, but all evidenced a clear starting point and children's voice.
- ✓ An 'area of perfection' identified in all rooms was the clay provision.

Children were asked about their views on their Learning Environment and these were some of the comments;

- ✓ "I like the sand in nursery".
- ✓ "I like everything, I like drawing because I write my name and draw stuff".
- ✓ "I like outside because I have fun".
- ✓ "I think our nursery is very cosy".

In Term 4 our nursery had an Open Session for Early Years Practitioners and this was attended by over 30 staff. Feedback was collected using a "Two Stars and a Wish" format and some of the comments were-

Stars

- ✓ Fantastic outdoor space, loved the Bug Shed.
- ✓ Very welcoming and cosy.
- ✓ Loads of space and resources.
- ✓ Love the provocations.
- ✓ Loved seeing "Proud Moments" from children and a real sense of achievement.

Wishes

- ✓ Sheltered outdoor space
- ✓ I wish this was my setting!



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- ✓ Loved everything!
- ✓ More cosy spaces in rooms.

Next Steps:

- ✓ Continue to build on the feedback given and the high-quality input that has been delivered across the session.
- ✓ Our Quality Assurance Visit in Term 4 identified that Early Years Practitioners had to ensure that in all areas there are resources that invite children in and stimulate interest, provocation.
- ✓ Build upon opportunities for our Nursery children to engage in meaningful technology experiences.

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