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| **Education Directorate Improvement Plan:**  Equality & Equity/Achievement/Health & Wellbeing | | | | | |
| **Focused Priority: Healthy Habits –** Children are supported to achieve through Nurturing Care and Connections with Families, building a positive health promoting culture through engagement with health professionals, effective parental engagement and opportunities to transfer skills. | | | | | |
| **National Criteria 2- Development of Children’s Cognitive Skills and Health and Wellbeing**  Health and Social Care Standards: 3;20,3.21,3.22,4.17 | | | **Quality Framework ELC** | | |
| **National Standard Criteria 10 Food**  Health and Social Care Standards: 1.19,1.25, 1.33, 1.34, 1.35,1.36,1.37,1.38,1.39,2.21,4.2, 4.3,4.11 | | | **Nurturing Care and Support**   * Nurturing Care * Connections with Families | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| Our approach to food provision and learning about food for all staff, children and stakeholders fosters healthy habits in compliance with guidance.  Increased awareness of healthy choices and of where food comes from to develop informed decision making.  Increased active pupil participation in planning and preparing snack underpinned by the wellbeing indicators.  Children will demonstrate increased independence at snack and mealtimes through a nurturing and unhurried experience.    Regular participation in physical activities by all children to improve wellbeing and build resilience.  Positive engagement from children, parents, and staff regarding health and well-being initiatives. Children are more engaged, more able to self-regulate and more able to focus and learn.            Parents are more able to support their children in building healthy habits. Parents engage more with the Nursery and each other, to support building healthy habits | **Nutrition Education:**   * Create a clear and comprehensive policy for the provision of healthy snacks for children in line with Criteria 10 of the National Standard. * Embed appropriate nutrition education (Eat well, Play well) to encourage informed healthy choices at Nursery and beyond the setting. * Continue to promote seed to plate planting and growing opportunities to enable children to learn where food comes from and promote sustainability. * Establish a menu planning working party to ensure menu planning will meet dietary guidelines in line with Setting the Table and children have opportunities to make informed healthy choices based on their preferences. * Practitioners will facilitate children’s active engagement in planning and preparing healthy snacks, using a rights-based approach and linking learning to wellbeing indicators in meaningful ways for children to make connections. * Facilitate training on Baby Bites programme and implement programme for families through partnership working with infant dietician. * Selected staff to attend Henry training and implement strength-based programme to support overall healthy choices including nutritional meals. * Embed an unhurried, nutritious and nurturing snack and mealtime experience for all children to foster healthy relationships with food and promote independence and self-help skills.   **Physical and Mental Well-being:**   * Incorporate daily physical activities, both structured and unstructured, into Nursery routines to promote physical fitness and motor skills development. * Facilitate weekly Nature Kindergarten, Play on Pedals and outdoor learning. Use Nature Kindergarten in Fife document to build explicit links with UNCRC. * Promoting the 50 under 5 app and website to all families via Seesaw, Sway and Family Learning display. * Plan and implement opportunities that support emotional and mental well-being, such as mindfulness exercises, storytelling, and creative play, as part of the Nursery routine and through core provision. * Build awareness among children of wellbeing indicators in meaningful ways. Practitioners to use these in holistic assessments of children’s strengths and support needs. * Continue to embed use of Up, Up and Away Toolkits. Wellbeing Tool and Stages Profile and Strategy Map indicate tailored strategies to promote wellbeing and engagement and to meet individual children’s wellbeing needs. * Embed IPT approaches to meet the individual needs of children, Playboxes, What’s In the Bag, Sensory Circuits. * Provide quiet, safe cosy spaces in the setting, for children to rest and relax. * Engage with Susan Hallam (HV leading on Infant Mental Health) to support families. * Develop Wellbeing Overview Tracker     **Parental Involvement:**   * Engage parents through weekly workshops and resources to support healthy habits at home. * Encourage family participation in nursery health initiatives. 50 Under 5 (Play Practitioner) ‘50 Things Challenge’ shared via Seesaw, to promote home-nursery link with families trying new activities. * Families will be invited to Stay and Play each month with a focus on wellbeing and healthy habits. * Champion Roles to be adjusted to allow for team focus on Building Healthy Habits and Family Learning. * SIMOA graphics and information to be displayed prominently throughout the setting and referred to routinely to support children’s safety and wellbeing. * Establish SIMOA transition project with parents/carers to raise awareness of safety at home and in the local community. * Setting will re-engage with Child Smile, and follow their guidance to support dental hygiene in the nursery and at home. * Team will liaise with Link Living, Health Visitors/Nursery Nurse (Karen Boggan) to provide current advice to families * Guidance from Sleep Scotland to be incorporated into family learning | NLT to develop Food and Nutrition Policy, in line with National Standard Criteria 10.    SEYOs and PNT to support all staff  Working party with  NLT to support and oversee snack menu planning in line with guidelines.  NLT to contact Lisa Cruickshank (Infant Dietician) to deliver Baby Bites training at LPSN and then roll out programme to families.  NLT to facilitate identified (S)EYOs to attend Henry training and support implementation to families.  All staff  All staff  NLT to identify and support at least one EYO to attend Play on Pedals training. SEYOs to plan and implement Nature Kindergarten learning programme across the year.  SEYO to promote 50 Things universal offering    SEYOs, PNT, EYOs          SEYOs, PNT, EYOs  SEYOs, EYOs        SEYOs, EYOs    NLT      SEYOs, PEEP Champion, Family Learning Champion.  Selected EYOs to attend Sleep Action training to support parents in building routines  All  All  NLT  Family Learning Champion  SIMOA working party to create resource and accompanying notes, and develop session for families  All  NLT  Family Learning Champion | | * Surveys and feedback from children, parents and staff demonstrate understanding and engagement with the policy and show impact of high-quality snack and mealtime provisions on children’s learning and development. * Observations of children show engagement in food and health-related learning opportunities with children demonstrating informed healthy choices through daily routines. * Engagement in bi-annual reflection of interactions, experiences and spaces using Fife Fabulous Food audit to self-evaluate, plan next steps and track progress. * Feedback from menu planning working group in compliance with guidance. * Planning processes demonstrate that children are developing an understanding of where food comes and sustainability through planting and growing experiences. * Sampling of packed lunches shows healthier choices between home and Nursery with families cultures and preferences respected. * NLT tracking and monitoring of children’s engagement in planning and preparing healthy snacks and mealtimes underpinned by the wellbeing indicators. * Data gathering of family feedback and engagement in Baby Bites and Henry programme to analyse impact. * Termly NLT monitoring of snack and mealtimes experiences to ensure they are unhurried, nutritious, nurturing and are enabling independence, and self- help skills.               NLT termly playroom and garden observations to track children’s engagement in physical participation across the provision including Nature Kindergarten experiences.    Parent, carer and child surveys to gather feedback on Nature Kindergarten, Play on Pedals and outdoor learning opportunities in the nursery garden and local community.    Data analysis and tracking of family engagement through 50 Things universal offering and Sways.    Regular assessments of children's health and well-being (Leuven Scale).  Up, Up and Away audits to determine tailored strategies and their impact.  NLT playroom observations to monitor consistency in approaches to ensure individual’s needs are met to support their holistic wellbeing.  Regular reviews of personalised planning to ensure it incorporates wellbeing indicators and reflects the wellbeing and development needs of individuals to provide continuity of care and support through consistent approaches.  Conduct data gathering of effectiveness and  consistency of IPT approaches to ensure collaborative approach towards meeting individual’s needs.    Increased parental attendance and engagement with family learning  Track and monitor family participation in 50 Things Challenge  Gather feedback from Stay and Play sessions  Review champions roles to evaluate impact on children and families linked to promoting healthy habits.  Monitor children’s awareness of keeping themselves safe using SIMOA through observations and discussions through play.  Booklet accompanying SIMOA toy demonstrates shared learning in parents’ language.  Observable improvements in children's hygiene practices.  QA visits show high quality interactions between EYOs and children, promoting healthy practices through responsive care routines. | Aug ‘25 baseline.  Jan ‘26 and June ‘26  Termly  Sept and February  Aug ‘25 baseline.  Jan ‘26 and June ‘26  Working party July and August 25.  Termly as per QA calendar  Pre and post training and programme roll out.  Termly as per QA calendar  Termly  Aug ‘25 baseline.  Jan ‘26 and June ‘26  Termly  September ‘25  Termly  July ‘25  July ‘25  Feb 25 |
| **Ongoing Evaluation** | | | | | |