

LYNBURN ELC

IMPROVEMENT PLAN

SESSION 2025-26



Improving life
chances for all



<p>progress in their learning</p> <ul style="list-style-type: none"> • All children will make progress with their language development 	<p>literacy developmental progressions including pre and early level milestones</p> <ul style="list-style-type: none"> • Staff training to develop confidence in setting next steps in literacy learning for all children 		<ul style="list-style-type: none"> • 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. 	
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<ul style="list-style-type: none"> • High Quality Shared Reading - All children are encouraged to have a love for books which will support and develop attention span • Enhanced comprehension skills, and motivation to participate in shared reading • Children and parents will regularly share stories and rhymes at home and spend quality time together improving children's literacy skills 	<ul style="list-style-type: none"> • Daily interactive story sessions using high quality texts • During sessions all staff to encourage prediction, sequencing and character discussion • Staff to re-read familiar books to deepen understanding and develop vocabulary • Book at Bedtime • Bookbug sessions as part of Family Learning and Transition programmes • World Book day – themed day with parental engagement • These will provide opportunities for modelling good practice 	<ul style="list-style-type: none"> • EYLO • All Staff <ul style="list-style-type: none"> • DD, CG, LP, SA, DR, KW, LH • D Roy • R Steele • JP, AG, DD, LH 	<ul style="list-style-type: none"> • Playroom visits • PLJs (observations) • Parents are knowledgeable about rhymes and songs sung at nursery and are able to support them 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. • Feedback on Let's Connect Programme (Owls) 	<p>Ongoing</p> <p>Term 2</p> <p>Term 3</p>
<p>• Print Rich environment</p> <p>All children will have an understanding that print has a meaning</p>	<ul style="list-style-type: none"> • Integrate print into play indoors and outdoors (eg, menus, shopping lists, names etc) • Signs,labels, displays • Create reading spaces with a wide and varied genre – fiction, non-fiction/fact books, comics, etc 	<ul style="list-style-type: none"> • EYLO/PNT • All Staff <ul style="list-style-type: none"> • EYDO 	<ul style="list-style-type: none"> • Displays • Staff feedback through professional discussion • Core provision/playroom audits 	<p>On-going</p>

<ul style="list-style-type: none"> Rich oral language environment - Almost all children will become confident communicators, supporting and developing phonological awareness Through core provision planning develop vocabulary skills 	<ul style="list-style-type: none"> All staff to creatively use music, rhythm and rhyme to promote language development - embed Kodaly into daily practice Embed daily storytelling, nursery rhymes, songs, sign-a-long Staff to use open ended questions during interactions Staff to model rich vocabulary and basic sentence structures 	<ul style="list-style-type: none"> EYLO/PNT All Staff 	<ul style="list-style-type: none"> Playroom visits Observations of story telling sessions Staff feedback through professional discussion Analysis of ELiPs scores & planning next steps for children based on this evidence • 	
<ul style="list-style-type: none"> Phonological Awareness - Improve children's ability to hear and manipulate sounds which is critical for decoding skills 	<ul style="list-style-type: none"> Implement structured play-based phonological activities – rhyming, syllable clapping, initial sound games 	<ul style="list-style-type: none"> EYLO/PNT All staff 	<ul style="list-style-type: none"> Playroom visits Staff feedback through professional discussion 	Term 2
Ongoing Evaluation				

Education Directorate Improvement Plan: Equality & Equity/Health and Wellbeing				
Focused Priority: 2. To promote and develop equity of HWB opportunities to meet the needs of individuals and families				
Quality Framework				
<ul style="list-style-type: none"> • 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 <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<ul style="list-style-type: none"> • Our ELC will promote healthy, sustainable eating habits through planned nutrient-dense snacks and making mindful food choices accessible to all children • All staff are confident with new guidance for preparing food/snacks and record keeping reflects this 	<ul style="list-style-type: none"> • Refresher on 'Setting the Table' and 'Fife's Fabulous Food' to all staff • Use the new guidance to ensure nutritional snacks and meals are provided which also meets the cultural need and preferences of all children • Professional reading opportunities across the session, followed by feedback and professional dialogue • All snacks in nursery will align with the food guide's principles • Review Lynburn's Food and Nutrition policy • Liaise with NHS partners to inform staff on how to support families with healthy eating • Revisit approaches and strategies from HENRY training • Create a WAGOLL to ensure all record keeping is accurate and consistent 	<ul style="list-style-type: none"> • HT • PNT/EYLO • All staff <p>Fiona Lockett (Health Promotion Service)</p>	<ul style="list-style-type: none"> • All staff will have used and referred to both documents consistently to ensure we are working within the principles outlined • Audit and self evaluation carried out to establish staff confidence and impact of professional learning 	Term 1

	<ul style="list-style-type: none"> Use the new V7 and SDR (Specific Dietary Requirements) flowchart to understand the process and procedures for SDR 			
<ul style="list-style-type: none"> All staff are confident with new guidance for administering and management of medication. 	<ul style="list-style-type: none"> Scrutinize the updated guidance from Care Inspectorate 'Management of medication in daycare of children and childminding services' 	<ul style="list-style-type: none"> All staff 		Term 1
<ul style="list-style-type: none"> All staff will confidently use metaskills language in their planning Staff will become familiar with meta-skills and begin to create opportunities for children to recognize, understand and explore their 	<ul style="list-style-type: none"> As a team explore the' Metaskills Progression Framework' Identify how to record evidence of meta-skills at the appropriate level within the new PLJ skills sheet 	<ul style="list-style-type: none"> HT/PNT All Staff 	<ul style="list-style-type: none"> Pre and post questionnaire Practitioner knowledge and understanding Metaskills PLJ sheets PLJ Quality Assurance 	Term 3

metaskills development				
• All children will make progress in their emotional development	• Kitbag training	SEYOS Halbeath Nursery	•	
Ongoing Evaluation				