

Methilhaven Nursery

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Improvement Plan for

Academic Session:

2026-2027



Education Directorate Improvement Plan: Meeting Learner's Needs				
Focused Priority: Priority 1: <i>All children will be effectively supported to develop their language and communication skills through high-quality interactions with practitioners, using the Communication High 5 Strategies to meet learners' individual needs.</i>				
HGIOS4 Quality Indicators		Quality Improvement Framework		
		- Leadership of continuous improvement -Children are supported to achieve - Wellbeing, inclusion and equality - Children's progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All children show improved language and communication. Demonstratable improvement gains for targeted children to make clear, measurable gains aligned to explicit language and communication aims.	Establish QI Improvement Team of 4 practitioners for Methilhaven who will engage with the wider Fife QI Early Language and Communication Programme and lead on improvement work. Baseline questionnaire to establish all practitioners' confidence and strengths with communication high 5 strategies. eLIPS refresher of professional Learning for practitioners, where required. eLIPS observations to be carried out for all	HT will be accountable for improvement work. Nursery improvement team (HT, PT, EYLO, SEYO & EYO) will support the implementation of the QI programme. All practitioners will roll out the programme	Outcomes for Children Movement from 'red' to amber/green in eLIPS saying category Increased number of children with clear language and communication improvement Data will capture children's progress over time Improved engagement and communication observed during play and learning Gathering Views Practitioner session feedback (data over time demonstrating increase in practitioners' knowledge, confidence, application of QI tools and Communication High 5 strategies).	By June '27 Ongoing as detailed on QA calendar

	children. Practitioners to moderate initial eLIPs observations for all learners (peer support). Identified EYLO and EYO's will attend Fife CYPIC QI sessions. Improvement Teams lead QI Project: • Analysis of eLIPs data to develop improvement aims and identify cohort of children for focus of improvement work • Use QI tools and techniques to understand root causes of poor language and communication and align change ideas. • Develop explicit, measurable improvement aims. • Gather and display improvement data over time using run charts. • Apply a method to test change ideas and track impact. • Use data to inform practice, tweaking practice where necessary. • Capture improvement journey, impact and learning.	Our QI Early Language & Communication group will: Lead and be accountable for improvement work. Deliver short Communication High 5 sessions for all staff and share key learning and impact across the nursery. Be responsible for checking their own and each other's consistent use of Communication High 5 strategies (Quality Control).	Pupil Voice Language samples (before and after comparison). <u>Direct Observation</u> eLIPs observations. Playroom observations – quality interactions using high 5 strategies PLJ monitoring Peer moderation of quality interactions. <u>Use of Data and Quality Improvement</u> QI Improvement Team established and meeting regularly. Number of improvements aims agreed at nursery and individual child level. Run charts in use to show improvement over time. Evidence that eLIPS data is analysed and used to set priorities and track impact. Progress trackers QI Tools - Pareto Chart/ fishbone diagrams QI posters – showing journey, impact and learning	Ongoing as detailed on QA calendar Ongoing from Aug-June 27
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	Practitioners will fully implement Communication High 5 approaches. <u>Planning, tracking and monitoring</u> Regular tracking meetings between SLT and Early Years practitioners to review and analyse improvement data, discuss learning, and agree next steps. QA processes will ensure full implementation and sustainability of methodology <u>Collegiate Inputs</u> Planned Professional learning sessions to support implementation of Communication High 5. Action plan established to scale up Communication High across the setting with regular evaluation of impact on learners. All practitioners will participate in peer moderation processes to analyse the effectiveness of quality interactions through the implementation of the Communication High Five.	SLT will Quality Assure: High-quality adult - child interactions in the nursery. The consistent use of Communication High 5 across the nursery. SLT will review and update quality assurance processes and documentation to support Communication High 5, including guidance for new staff.	<u>Practice and Implementation</u> Communication High 5 is consistently used in daily practice across the nursery. % of staff observed using Communication High 5 strategies consistently. Quality Assurance evidence showing high-quality adult -child conversations. Percentage of observations demonstrating Communication High 5 strategies. Communication High 5 shared and reinforced through collegiate time. <u>Practitioner Confidence and Capability</u> All practitioners trained through QI Early Language and Communication Programme. All practitioners will demonstrate confidence in using Communication High 5 strategies. Increased practitioner confidence in leading Improvement. Parent/carer feedback on children's communication at home. Evidence that learning is shared by the improvement team to all staff. Staff voice Peer moderation activities	QI Team Inputs: <u>Term 1</u> Inservice Day Input 3x bitesize sessions <u>Term 2:</u> QI Team: 3 x bitesize sessions Identification of targeted individuals Targeted interventions <u>Term 3:</u> Input to all practitioners- 3 sessions <u>Term 4:</u> Final evaluation of impact
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	Family learning opportunities to be planned to focus on upskilling parents/carers to develop early language and communication at home and nursery.	Family Worker/ SEYO will track impact on families through termly impact reports	<u>Quality Assurance</u> Communication High 5 embedded within Quality Assurance processes. Communication High 5 is referenced in nursery guidance and website Termly tracking meetings held between SLT and Early Years staff. Collegiate time focused on Communication High 5 and early language development <u>Parent /Carer Voice</u> Parent/carer feedback on children's communication at home. Family Learning impact reports show increase in awareness of how to support children's early language and communication at home and in nursery	Ongoing QA calendar monitoring 3 times a year tracking meeting Termly professional learning strategic collegiate calendar Aug- June Family Learning Programme
Ongoing Evaluation				

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment				
Focused Priority: Priority 2: <i>To transform learning through the innovative use of technology across the curriculum to enhance and support learning experiences.</i>				
HGIOS4 Quality Indicators		Quality Improvement Framework		
		- Children play and learn- curriculum, learning, teaching and assessment - Children thrive in quality spaces- children experience high-quality spaces - Children are supported to achieve- children's progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Almost all children will become more engaged and independent learners through the meaningful use of technology across the curriculum. By June 2027 almost all children will demonstrate effective use of technology skills in everyday life and learning. Whole setting approach to embed technology	Core provision audit to intensely focus on the use of technology across the curriculum to enhance learning and promote curiosity, inquiry and creativity. Technology pathways introduced in term one to support the progression of children's learning and development across the curriculum. Intentional planning to feature technology to intentionally plan for children's learning experiences considering the what and the how to	SLT All practitioners	<u>Gathering Views:</u> Pre/post baseline questionnaire to establish practitioners' confidence and skills surrounding technology to enhance learning experiences for children across the curriculum. Through fortnightly planning meetings practitioners will discuss and record how they are developing children's skills and planning for technology experiences across the curriculum <u>Direct Observations:</u> Increased quality and consistency of learning evidence recorded.	October 2026 Technology progression pathways introduced term 1. Fortnightly planning ongoing throughout the year Ongoing

across the core provision to enrich and support children's learning and development to enable children to explore, investigate and talk about technology around them. All practitioners will capture high-quality observations of technology learning and skills development in ELC documentation to track progress and to identify clear next steps	develop knowledge and skills application across the curriculum. Establish a children's technology audit tool to involve them in leading the application of technology across the core provision to meaningfully involve them in influencing change in their learning environment. Children to become empowered to become digital creators through independently accessing technology to enhance their play and learning indoors, outdoors and in the local community. Technology to play a role in supporting early communication, language and literacy. Learning opportunities to include the use of eBooks, Book Creator, Showbie, online educational games and interactive learning tools. Technology to be used as a tool for learning and play, to promote creativity, curiosity and inquiry learning. All	All practitioners Children All practitioners All practitioners All practitioners	- Practitioners' confidence in using iPads improves through feedback and monitoring. - Improved parental engagement through shared digital learning experiences. - Skills based observations recorded in PLJs, floor books and wall displays. - Evidence of digital approaches observed during learning walks and quality assurance activities - Observations of children applying skills across the curriculum - Spider diagrams and EYLO data captures will track the progression of learning across the technology organisers and enable gap analysis to inform future planning - Sharing learning through online platforms will demonstrate children's application of skills for lifelong learning across the curriculum - Evidence of children actively being involved in technology audits - Room standards will reflect a rich play environment, with appropriate technology resources and experiences embedded for all learners to allow them to explore, investigate and talk about technology around them	
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	practice and support implementation within nursery environments. Practitioners will engage in collaborative professional dialogue and moderation activities to share effective practice across both settings. Parents and carers will be supported to learn about cyber resilience to help keep their children safe online through family learning opportunities.	All practitioners across both settings SEYO/ Family Worker		
Ongoing Evaluation				

Education Directorate Improvement Plan: Curriculum Pathways- Skills for Lifelong Learning				
Focused Priority: <i>Priority 3:</i> <i>Increased leadership at all levels to enhance skills for lifelong learning</i>				
HGIOS4 Quality Indicators		Quality Improvement Framework		
		- Leadership- leadership of continuous improvement - Children thrive in quality spaces- children experience high-quality spaces - Children play and learn- playing, learning and developing, curriculum		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
Develop leadership at all levels to enhance children's skills for lifelong learning.	All practitioners will have the opportunity to lead a nursery development in partnership with fellow colleagues to improve learning experiences for children through a distributed leadership model aligned to the creation of learning leaders. Introduce practitioner forums once every three weeks to discuss progress and plan next steps for the aspect of development they are leading on. HT to create a Learner Leaders guidance document and overview aligned to practitioner's PRDs and strengths.	Led by SLT and facilitated by all practitioners SLT All practitioners HT	<u>Gathering Views:</u> Practitioner's views shared through PRDs, practitioner forums and supervision model Children's views are captured through quality interactions and documented within floor books and learning walls. <u>Direct Observations:</u> Planning, Floor books and Seesaw documenting variety of experiences for children PLJ's recording children's experiences	Term 1 Aug-Oct 26 QA processes as per QA calendar

	SLT will put in place a regular supervision model to review learning leader role and track impact on children's experiences. All practitioners will provide meaningful opportunities to enable children to take on leadership roles within the learning community, with clear focus on developing skills for lifelong learning, Strengthen meaningful partnerships with the care home and the local community to develop children's self-management, social intelligence and innovation. Establish a "Quick Question on the Month" approach to gather regular feedback from parents/carers and all stakeholders to review children's learning experiences. Practitioners will be supported to track children's skills across the four contexts of learning through the implementation of a skills achievement tracker. Families will be supported to share children's skills and achievements from nurse and home capitalising on the use	SLT All practitioners SLT, Partners, all practitioners SLT aligned to QA calendar SLT All practitioners SEYO/Family Worker	Observation in playrooms showing levels of engagement and leadership opportunities for children Roles and Responsibilities defined, displayed and modelled in practice to demonstrate leadership across our learning community through a distributed leadership model <u>Analysis of data:</u> QQM termly feedback Seesaw, social media impact reports and engagement tracked Annual learning leader evaluation will demonstrate impact on children's learning experiences Impact recorded through supervision model	Termly review of data and feedback 3x a year Achievement Cafes
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	of digital platforms and the introduction of 3x a year Achievement Cafes.			
Ongoing Evaluation				