**Nursery Improvement Plan Session 2025-26**

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| **Starbright and Starfish Nurseries**  ***Priority 1: To improve communication, language, and literacy development***  ***by embedding Signalong across the nursery setting.*** | | | |
| **Nursery Focus** | Education Scotland and the care inspectorate logos quality improvement framework for early learning and childcare sectors logo  **EYQI Framework**  **Leadership:** staff skills, knowledge, values and deployment  **Children are supported to achieve:** wellbeing, inclusion and equality. | | |
| Outcome | Actions | Responsibilities | Timescale |
| Signalong is used consistently across the nursery through staff training, planning, and daily routines, creating an inclusive, communication-rich environment. | Conduct a termly audit of staff confidence and current use of Signalong to track progress and identify areas for support.  Refer to the Stage 1 Signalong manual as the foundation for staff learning, with the potential to progress to Stage 2 as confidence and competence grow.  Introduce the Core 12 signs as a starting point for staff and children, ensuring a consistent baseline across the nursery.  Review and enhance core provision by labelling key areas and resources with corresponding Signalong signs to create a visually supportive environment.  Promote consistency across the setting by introducing one core sign and one topical/sign of interest each week. Highlight these during weekly staff meetings to support shared practice.  Use Video Modelling to record staff or children using weekly signs in context (e.g. during snack, story time, outdoor play) and share them with families via Seesaw.  Embed Signalong naturally into daily routines and interactions, always speaking the word aloud while signing to support verbal language development.  Make links visible by incorporating weekly focus signs into planning documentation and on the parental noticeboard to encourage home engagement.  Identify individual children who would benefit from targeted communication support, using Signalong as part of their personalised learning and development plans. This can also be highlighted within the Individual Child Focus Plans.  Explore cross-curricular links, encouraging staff to integrate Signalong meaningfully across all areas of the curriculum.  Monitor and review implementation each term through planned observations, discussions at planning meetings, and regular feedback from staff, children, and families.  Learning Partnerships and QI visits to observe nursery practice and provide feedback on areas of strength / development. | DHT  PNT  EYLO, SEYO, EYO  EYLO, SEYO, EYO  PNT  EYLO, SEYO, EYO  DHT / PNT  EYLO, SEYO, EYO  EYLO, SEYO, EYO  EYLO, SEYO, EYO  EYLO, SEYO, EYO  EYLO, SEYO, EYO  EYLO, SEYO, EYO  DHT / PNT  EYLO, SEYO, EYO  DHT | Termly  December / June  September  September  Termly  Weekly / fortnightly  December / June  Weekly / fortnightly  Fortnightly  Fortnightly  Termly  Bi-annually |

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| **Starbright and Starfish Nurseries**  ***Priority 2:*** *To develop our knowledge and understanding of how Numeracy*  *can be incorporated within all areas of our indoor and outdoor provision.* | | | |
| **School & Nursery Focus** | Education Scotland and the care inspectorate logos quality improvement framework for early learning and childcare sectors logo  **EYQI Framework**  **Leadership:** leadership and management of staff and resources  **Children thrive and develop in quality spaces:** children experience high quality spaces  **Children play and learn:** curriculum. | | |
| Outcome | Actions | Responsibilities | Timescale |
| Increased staff confidence and competence in developing Numeracy learning opportunities within the nursery. | Conduct a staff audit to identify current strengths and areas for development in Numeracy understanding and practice. This will inform clear priorities, which will be shared and developed collaboratively through an action plan for the academic session.  Staff CPD on Conceptual Numeracy, with reference to the Fife Early Years online modules and professional readings to support professional reflection and development.  Review the Early Years Numeracy Planners to identify which areas can be developed within our core provision and which areas should be targeted within intentional planning. This will help ensure breadth and progression.  Facilitate peer observations at other nursery settings to allow staff to explore and reflect on examples of high-quality numeracy practice in other contexts.  Implement a termly self-evaluation process, where staff reflect on their numeracy practice and assess the impact on children’s engagement and learning. | DHT  PNT  DHT / PNT  EYLO, SEYO, EYO  PNT  EYLO, SEYO, EYO  DHT  EYLO, SEYO, EYO  EYLO, SEYO, EYO | September  Termly  December  March  Termly |
| Staff to incorporate effective use of numeracy to enrich and support children’s learning. | Conduct a core provision audit to identify and enhance opportunities where numeracy can be meaningfully embedded across the learning environment, both indoors and outdoors.  Review, test, and update all numeracy resources to ensure they are accessible, engaging, and interactive for all learners.  Ensure high-quality adult-child interactions are consistently planned and responsive, with a clear focus on promoting numeracy through play and daily routines.  Invest in cross-curricular resources, such as story sacks (e.g. *The Three Little Pigs*) that naturally incorporate numeracy concepts, to enrich literacy and numeracy experiences.  Develop and rotate intentional provocations designed to spark curiosity and support numeracy development through exploration, problem-solving, and real-life contexts.  Use ELIPs data to identify children requiring targeted numeracy support, ensuring planned inputs meet individual needs and support progression.  Encourage staff to explore how the Meta Skills Framework can be used to link, track, and record key learning and observations related to numeracy, supporting both formative assessment and planning. | PNT  EYLO, SEYO, EYO  PNT  EYLO, SEYO, EYO  DHT / PNT  EYLO, SEYO, EYO  EYLO  PNT  EYLO, SEYO, EYO | Termly  October  Termly  Termly  Termly  Bi-annually  Fortnightly |

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| **Starbright and Starfish Nurseries**  ***Priority 3:*** *To develop a shared understanding of the new Early Years Quality Improvement Framework*  *and the updated Setting the Table Guidance, using these as self-evaluation tools to*  *drive continuous improvement across the nursery.* | | | |
| **Nursery Focus** | Education Scotland and the care inspectorate logos quality improvement framework for early learning and childcare sectors logo**EYQI Framework**  **Leadership:** leadership of continuous improvement | | |
| Outcome | Actions | Responsibilities | Timescale |
| To develop knowledge and understanding of the EYQI Framework and use as a self-evaluation tool. | **Select a focused quality indicator** for improvement and refer to the very good and weak examples of practice, identifying areas of strength and targets to improve on.  Embed a **self-evaluation for self-improvement cycle**, structured as follows:   * **Week 1:** Focus – identify the area and reflect using quality indicators and reflective questions. * **Week 2:** Act – implement changes or enhancements based on reflection. * **Week 3:** Gather – collect evidence of impact through observations, documentation, and staff/child voice.   Develop and use **OneNote as a shared platform** for gathering and organising evidence across each Quality Indicator. This will support collaborative reflection and ongoing tracking of improvement work.  Use reflective questions and quality indicators from both frameworks during team meetings and moderation to inform planning and self-evaluation.  Gather evidence of impact through floorbooks, observations, audits, and feedback from children and families.  Review and update self-evaluation findings termly to track progress and ensure continuous reflection and improvement. | DHT / PNT  DHT / PNT  EYLO / SEYO / EYO  DHT  DHT / PNT  EYLO / SEYO / EYO  PNT | Termly  Monthly  Weekly  Monthly  Fortnightly  Termly  Termly |
| To review and analyse the updated Setting the Table guidance, and ensure that all relevant changes are effectively implemented and embedded within nursery practice. | **Take time to read Fife’s Fabolous Food and Setting the Table to ensure staff are aware of the updated guidance.**  **Use visual supports** such as images of fruits and vegetables to help children make choices and learn about variety and nutrition.  **Involve children in weekly food planning and shopping** using a set budget. Ensure children’s voice is central, while supporting a balanced selection across all food groups.  **Engage families in healthy eating guidance** by sharing key messages from Setting the Table through newsletters, workshops, and informal conversations. Encourage alignment between packed lunches and nursery expectations.  **Promote parent awareness** by displaying visual prompts and information from Setting the Table in key areas (e.g. entrance, snack area), reinforcing healthy choices.  Use resources such as [**Food – a Fact of Life**](https://www.foodafactoflife.org.uk/) to explore simple, nutritious recipes children can help prepare, building life skills and awareness of healthy eating.  Develop **a 'Fife’s Fabulous Food' floorbook** to document children’s engagement in food selection, preparation, and making healthier choices.  Introduce **practical numeracy learning** by involving children in real-world problem solving (e.g. “Is one cucumber enough for 30 children?”) supporting learning in number, quantity, and measurement. | DHT / PNT  EYLO / SEYO / EYO  SEYO / EYO  SEYO / EYO  DHT / PNT / EYLO  EYO  SEYO / EYO  SEYO / EYO  SEYO / EYO | September  October  Termly  Termly  December  Termly  Monthly  Monthly |