**Nursery Improvement Plan Session 2024-25**

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| **Nursery Focus** | | **Focus QI:**  2.2 Curriculum  2.3 L, T & A, | **Relevant QI:**   * 1. SE, 1.3 LOC   2.6 T  3.2 SCP |
| **Starbright and Starfish Nurseries**  ***Priority 1:*** *To extend our knowledge and understanding of the early years curriculum*  *to enhance our indoor and outdoor learning environments.* | | | |
| Outcome | Actions | Responsibilities | Timescale |
| All staff to ensure children have free-flow access to outdoor garden, making efficient use of resources and building on children’s interests to provide appropriate challenge. | Staff to ensure that learning opportunities are child-centred, based on the needs of the children to facilitate free-flow access.  Staff discussions in PRDs to highlight work within this area.  Staff meetings to discuss the potential of our outdoor spaces and how these can be maximised, with a regular reflection on the impact on pupils’ learning and development.  Risk benefit assessments to be reviewed and protocols in place to ensure all children are safe and accounted for when transitioning inside / outside.  Staff to visit other nurseries to develop new ideas of providing key outdoor learning experiences.  Staff CPD on ‘Nature Kindergarten in Fife’ to employ strategies from this within their practice.  Learning Partnership to observe and provide feedback. | HT  DHT  PNT  SEYOs  EYLO  EYOs | January 25 |
| Indoor and outdoor learning opportunities reflect all curricular areas and facilitate enquiry, curiosity and appropriate challenge / support for individuals. | Core provision audit in the nursery rooms and outdoor spaces to ensure learning opportunities are appropriate, facilitate enquiry, provoke curiosity, and provide challenge for individuals. Feedback will be provided termly and staff will take on leadership roles to develop targeted areas of the learning environment.  Staff to develop, reflect and act on CPD ‘Early Years: Provocations in Play’ – to further extend play experiences.  Staff to self-evaluate their progress in 2.3 Learning, Teaching and Assessment in order to focus on specific areas within their practice that could be further developed.  Learning Partnerships to observe practice and provide feedback on areas of strength / development.  PLJ observations to reflect learning across the curriculum and interdisciplinary learning where relevant. Experiences and outcomes to be grouped together when recording to ensure children receive a broad general education.  Staff to record learning experiences and achievements on Seesaw, explaining the key learning that took place. KW staff to record at least 2 posts per week and ensure their family members are connected.  Learning conversations to incapsulate all areas of the curriculum to ensure all children have access to learning in each subject area, highlighting opportunities for interdisciplinary learning where possible and potential next steps.  Weekly rolling planning meetings and individual child-focus meetings.  Reports, settling in chats and progress chats with families should highlight pupil progress across the curriculum.  Staff to explore how Meta skills can link and be applied to learning across the the curriculum. | HT  DHT  PNT  SEYOs  EYLO  EYOs | Termly |

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| **School and Nursery Focus** | | **Focus QI:**  2.2 Curriculum | **Relevant QI:**   * 1. SE, 1.3 LOC   2.3 L,T&A, 2.4 PS  3.3 DC & S |
| **Starbright and Starfish Nurseries**  ***Priority 2:*** *To develop our knowledge and understanding of how the early years digital literacy curriculum*  *can enhance and support learning experiences.* | | | |
| Outcome | Actions | Responsibilities | Timescale |
| Increased staff confidence and competence in developing digital literacy / computing science learning opportunities within the nursery. | Staff audit on in-service day 2 to identify strengths and areas for development. From this, clear priorities within an action plan will be shared and developed with staff throughout the academic session.  Early years digital learning planners introduced to support intentional planning and identifying next steps in learning. (<https://blogs.glowscotland.org.uk/fi/fifedigilearn/>)  Core provision audit to intensely focus on use of digital provision where staff will reflect and act on new ways to ensure children receive opportunities to develop their use and understanding of digital technologies and CRIS (cyber resilience and internet safety).  Staff to attend Digital Learning in a play environment CPD and implement and reflect on the strategies from this. Staff to also attend CPD courses and EYO network meetings within this area.  Digital Literacy and Learning Policy to be created and incorporate key expectations at early level teaching and learning.  All technology resources to be checked, tested and updated to ensure these are accessible and interactive to all children.  Staff self-evaluation on the impact on children’s learning to be completed in term 2 and 3. | DHT  PNT  EYLO  SEYOs  EYOs | May 2025 |
| Staff to incorporate effective use of digital technology to enrich and support children’s learning. | Core provision audit to utilise opportunities for where digital technologies can be used to enhance learning and promote curiosity, inquiry and creativity.  Technology to play a role in supporting early communication, language and literacy. Learning opportunities to include the use of eBooks, online educational games and interactive learning tools.  High quality interactions to co- construct with children; to extend and scaffold their interests in order to find the answers to their questions by searching and finding out information together.  Technology to be used as a tool for learning and play, rather than as a replacement for adult interaction. All practitioners to model best practice to engage in guided interactions based on observations of children’s play patterns and sensitively monitor their use of digital technology.  ELIPs data used to identify children who would benefit from the use of digital technology to bridge barriers to learning.  Staff to explore how the Meta Skills framework progression can be used to link and record key learning and observations to digital technology. | DHT  PNT  EYLO  SEYOs  EYOs | May 2025 |

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| **Nursery Focus** | | **Focus QI:**  2.4 PS | **Relevant QI:**   * 1. SE, 1.5 E   2.5 FL  3.1 W,E,I 3.2 SCP |
| **Starbright and Starfish Nurseries**  ***Priority 3:*** *To introduce the Up, Up and Away framework as a tool to identify and support children’s learning and development.* | | | |
| Outcome | Actions | Responsibilities | Timescale |
| To upskill staff on the use and implementation of Up, Up and Away to improve the learning environment and meet the needs of all learners. | Use the Up, Up and Away framework to audit and evaluate our literacy rich learning environment and develop staff universal support strategies.  Up, Up and Away child evaluation tools to be trialled with Jan N4 starts and N5 P1 transition children to ensure targeted interventions for individual children.  Up, Up and Away Development Plans to be introduced to support identified children through observations and learning conversations.  Allowing staff time at staff meetings to read and reflect on the key principles of Up, Up and Away to help them recognise developmental stages and implement strategies to progress learner outcomes.  TAC meetings to incorporate the role of family members in completing a ‘Home literacy rich environment tool’ where relevant to support and plan for children’s needs.  SfL overview and summary of support documents updated on a termly basis to highlight strategies that are currently being implemented | PNT  EYLO  DHT  SEYOs  EYOs  SfL | May 2025 |

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| **Priority** | **Progress** | **Impact** |
| **To extend our knowledge and understanding of the early years curriculum to enhance our indoor and outdoor learning environments.** | Staff attended Nature Kindergarten training, enhancing their understanding of outdoor learning approaches.  Key insights and best practices from the training were shared during staff meetings, supporting collective professional development.  As a result, outdoor learning trips were planned and successfully implemented, providing enriched experiences for children beyond the nursery grounds.  The nursery garden has been progressively developed, guided by core provision audits and reflective practice.  Resources have been updated and expanded to strengthen links with science, health and wellbeing, and sustainability.  Children have been actively involved in planting and caring for flowers, herbs, and vegetables, fostering responsibility and connection with the natural world.  Produce grown in the garden has been used in home economics activities such as making soup, promoting healthy eating and life skills.  There has been a strong focus on building children’s knowledge and respect for living things, with projects including raising caterpillars and observing the butterfly life cycle.  Free-flow access to outdoor environments is now embedded in daily practice across both nursery settings. The additionality staff member has been effective in utilizing this approach successfully.  Risk-benefit assessments for outdoor play and learning have been developed and regularly updated in line with current national guidance, ensuring safety while supporting challenge and exploration.  Staff have taken part in peer-observation visits to Lochgelly West and Sunflower Nurseries, gaining insight into outdoor practice in other settings and bringing new ideas back to inform their own.  Outdoor experiences are increasingly evident in planning documentation, personal learning journals (PLJs), and shared with families via Seesaw, reflecting the high value placed on outdoor learning.  In-service training days and staff meeting check-ins on meta skills have enabled staff to integrate this language into planning, observations, wall displays, and individual child focus plans. As a result, meta skills are now more explicitly highlighted across both settings. | As a result of ongoing development in outdoor provision and staff training, almost all children across both nursery settings have benefited from a wide range of positive learning outcomes.  Most children now show increased engagement, curiosity, and motivation during outdoor experiences. Access to nature-rich environments has supported their physical, emotional, and cognitive development. Regular free-flow access allows children to be more physically active, enhancing their gross motor skills, balance, and coordination, while also promoting positive mental health and wellbeing.  Hands-on experiences such as planting and caring for flowers, herbs, and vegetables have strengthened children’s understanding of nature, responsibility, and care for living things. These activities have encouraged patience and empathy, particularly during projects involving caterpillars and butterflies, where all children observed life cycles with fascination and care.  Gardening has been meaningfully linked with home economics. A majority of children harvested vegetables and used them in cooking activities like making soup, building knowledge around healthy eating, sustainability, and the origins of food.  Most children are developing their understanding of managing risks when paying, due to high-quality interactions of staff. This has encouraged problem-solving, resilience, and independent thinking.  Outdoor trips and visits to local natural environments have expanded children’s awareness of the wider world, improving their social skills, communication, and sense of community. Observations show that these experiences are having a lasting impact on children's learning and are being reflected in planning, personal learning journals (PLJs), and digital platforms like Seesaw.  Almost all children are also benefiting from a richer, more intentional outdoor curriculum with links to meta skills. Staff confidence, following Nature Kindergarten training and peer observations, has resulted in more creative, purposeful outdoor experiences. These improvements are enabling children to thrive through play, exploration, and meaningful connections with nature. |
| **To develop our knowledge and understanding of how the early years digital literacy curriculum can enhance and support learning experiences.** | Digital charters have been created in each room, led by children to showcase how they engage with digital technologies. These charters are regularly referred to and shared with families, promoting transparency and partnership.  Staff confidence in using online digital planners has increased, enhancing the quality and coverage of digital learning in nursery. Almost all staff report feeling more confident using digital planners to track Experiences and Outcomes (Es and Os) in planning.  Explicit links to digital learning are now embedded in daily and weekly planning, ensuring consistency and progression.  All staff agree they have developed their confidence in using digital charters to support children’s development as digital citizens.  Almost all staff feel confident using iPads, Smartboards, and educational software such as Topmarks to enhance children’s digital skills.  With support from the Parent Council, the nursery has invested in new coding devices that promote foundational coding and programming skills in early years.  All families have been targeted to encourage use of Seesaw as a communication platform, improving engagement and sharing of children’s achievements.  In-service days and staff meetings have been used effectively to upskill staff in digital planning, tools, and teaching strategies.  Following the collation of evidence from both the nursery and school, St Brides was validated and awarded the Digital School Award on June 20th, recognising the progress and achievements across both settings. | Most children have demonstrated increased confidence and independence in using a wide range of digital technologies, including iPads, laptops, Smartboards, and coding devices.  The use of Kiddi Cam and creative projects like making binoculars has fostered children’s sense of achievement, creativity, and fine motor skills.  Access to diverse digital stories has supported most children’s emotional understanding and regulation, helping them engage with feelings and social situations.  A majority of children have shown curiosity and enthusiasm for photography and printing, which enriches their learning and sense of accomplishment.  Digital tools are effectively used to support topic research and deepen learning, encouraging exploration and critical thinking in a majority of children.  Almost all children are encouraged to be independent learners and to follow instructions confidently during digital activities, which supports focus and perseverance.  Engagement with digital platforms such as Seesaw has allowed staff to share learning with families, enhance communication and allow them to reflect on children’s achievements more frequently.  Regular use of audio devices like the Tonie Box develops children’s listening skills and fosters early literacy in an engaging way.  Most children’s digital skills and experiences have progressed, with increased confidence using iPads, desktops, Smartboards, and interactive software such as Topmarks.  The child-led Digital Charters have built a strong foundation for safe, responsible digital citizenship. Staff continue to build on these to develop children’s early digital literacy knowledge and understanding. |
| **To introduce the Up, Up and Away framework as a tool to identify and support children’s learning and development.** | The termly updated SfL overview enables effective tracking of children with ASN, ensuring appropriate plans and supports are in place and monitored consistently.  Literacy-rich environment audits empowered staff to identify new opportunities and enhance learning spaces. This led to purposeful library visits, resulting in new resources that have strengthened literacy rich environments throughout the nursery.  Staff have increased their understanding and practical application of the Up, Up and Away framework, particularly within individual child focus folders and our Under-3 provision. This has facilitated the creation of targeted individual plans to monitor and support children’s progress in key developmental areas.  Our EYLO has played a pivotal role in advancing staff skills and connecting targeted interventions to data from eLIPs, improving the tracking of children’s developmental progress.  The framework has also guided the development of Child’s Plans, Summaries of Support, and Proactive Management Plans, promoting an inclusive and cohesive approach to supporting every child’s unique needs.  Family engagement has been strengthened through Stay and Play, PEEP, and Let’s Connect sessions, where inclusive practices are modelled to empower families in supporting their child’s development at home.  The Helicopter Stories approach has been successfully introduced to foster literacy development while simultaneously enhancing children’s meta-skills such as initiative, collaboration, communication, creativity, and focus. | Children requiring additional support now experience more timely and consistent interventions, with less than half receiving termly TAC meetings to track targets and progress throughout the year. As a result, relevant plans are in place to develop children’s experiences across the core provision. Individualised plans have led to improved engagement and reduced barriers to learning.  The enhanced literacy environments have created more purposeful and stimulating spaces. Most children are demonstrating greater curiosity in books and mark-making, and there is clear evidence of an increase in story recall, use of new vocabulary, and early writing behaviours during play.  By embedding the Up, Up and Away framework, learning experiences are now more closely aligned with children’s developmental stages. Most children are making clearer progress in communication and personal development, with individual plans helping them achieve key milestones.  Confidence has improved for most members of staff in using assessment data from eLIPs, Progress and Up, Up and Away Audits. As a result, children now benefit from more focused adult interactions and interventions that support developmental gaps, particularly in speech, language, and communication.  Most children benefit from stronger home learning links due to regular family engagement sessions. A majority of parents have highlighted how they use similar strategies at home, resulting in more consistent support and observable gains in children's co-regulation, routines, and communication.  Approaches such as Helicopter Stories have supported a majority of children to become more imaginative and expressive. There is observable improvement in their ability to take turns, listen actively, and construct narratives – indicating growing confidence in developing meta skills within their learning. |