**TREETOP FAMILY NURTURE CENTRE**

**(Inverkeithing & Rosyth)**

  

**Improvement Plan**

2022-23

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| **National Improvement Framework Priority:** | * Improvement in children and young people’s health and wellbeing. * Closing the attainment gap between the most and least disadvantaged children and young people | | | | |
| **Focused Priority 1:** | Health and Wellbeing- enhancing a culture that has health and wellbeing of children, families and staff at the heart of daily practice. | | | | |
| **GIRFEC:** | **RtA:** | | **HGIOELC:** | | |
| Healthy  Nurtured  Respected  Responsible  Included | Section 2: Being me- starting strong  Section 5: Early childhood curriculum and pedagogical leadership  Section 8: Transitions Matter; to Me | | 1.1 Self-evaluation for self-improvement  1.2 Leadership of Learning  1.3 Leadership of change  2.5 Family Learning  2.6 Transitions  3.1 Ensuring wellbeing, equality and inclusion | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| 1. Health & Wellbeing of children, parents and staff is recognised as crucial in maintaining high quality ELC provision.  * We will observe happy, settled, confident learners in our playrooms. * We will observe an increase in parental engagement. * We will maintain positive staff health and wellbeing. | * Develop a health and wellbeing strategy with support from Morag Docherty (Educational Psychologist). * Establish a parent forum with ‘Wellbeing’ as a standing agenda item. * Regular consultation with children to inform agreed wellbeing strategy. * Parent questionnaire created and distributed to gauge the wellbeing needs of families at Treetop FNC. * Questionnaire created and distributed to gauge the wellbeing needs of staff members at Treetop FNC. * Staff supervision will be available to all staff on an opt in basis. | Identified Wellbeing Champions:  Lisa Flynn  Shona Wilson  Andrew Fletcher  Michelle | | Questionnaires  Family Forum Meeting Minutes  2.5 self-evaluation  PLJ chats with families  Leuven scale termly - tracking matrix and action plans: review and measure over time. | Aug- Dec 2022  Sep 2022  Ongoing  Aug 2022  Dec 2022  Termly |
| 1. Children, Families and staff will value the importance of healthy eating in our daily lives both at home and in nursery.  * Children will be able to identify the difference between healthy and unhealthy foods which will support them to make healthy choices. | * Parents will benefit from Peep (learning together programme) which will focus on healthy eating and mealtime routines in the home. * Family learning programme will offer cooking sessions where parents will have the opportunity to plan and organise healthy and affordable meals. * Identify and train food champions to ensure cooking sessions are sustainable as a family learning offering. * Healthy and affordable packed lunch project- working with healthy weight team. This project will allow parents to discuss healthy lunches and challenges surrounding lunches. It will also give them the opportunity to make lunches with their children. * Community offering for baby weaning programme supported by NHS Fife. * Family worker will engage with ‘Henry’ Training’. * Children will develop their understanding of where food comes from through opportunities to grow, harvest and prepare our own fruit and vegetables. * Further establish partnerships with the sanctuary garden, the orchard, Inver Flora and the community allotments. * Re-establish Fare Share at Inverkeithing * Develop a monitoring system for ‘wider achievements’. | Elizabeth  Shona Wilson  Peep Practitioners:  Nicola McMillan  Rebecca Logan  Jane Todd  Kat Callaghan  Alina Katzmarczyk  Food Champions TBC  The best team (NHS)  Elizabeth Hunter (DHoC)  Shona Wilson (Family worker) and NHS  Jane Todd (EYO)  Linda Downie (SEYO)  Lorna McGuigan (SEYO)  Elizabeth Hunter (DHoC)  SLT | | Parental feedback- standard peep forms  Parental questionnaire pre and post cooking.  Anecdotal evidence from staff about children’s choices at lunchtime.  Mealtime Rating Score Sheet (using statements from Health & Social Care Standards)  Wider Experiences Monitoring  N5 reports | Sep 2022  October 2022  Sep 2022  From Aug (monthly)  Jan 2023  Ongoing  Ongoing  Term 1  Term1-4 |
| 1. Horizontal and vertical transitions will support positive attachments, predictable routines and independence.  * Children will experience a higher quality lunchtime and snack time experience- within a calm environment. * Children will benefit from smoother horizontal transitions from play to mealtimes. * Children will experience a high-quality transition into nursery. | * Furniture Audit will be carried out to gauge the need for new furniture to support snack and mealtimes. * Children will have the opportunity to develop independent self- help skills and social and communication skills too. This will be achieved through combining existing Butterfly room and Ladybird room together at Treetop Inverkeithing. * Communal spaces will be developed to incorporate cosy spaces. * Develop a mealtimes policy. * Staff will agree roles and responsibilities of the early years practitioner during snack and mealtimes. * Professional Reading- Setting the Table and Food Matters. * Review current transition programme for N3s and N4s. * Staff will engage in peer reflections with an identified colleague to evaluate how they: * support social and emotional wellbeing * and how they support and extend language and communication.   + - * SLT will carry out direct observations of: * ECERS 3; Personal care, routines, meals and snacks. (N4, 5) * ITERS- 5; Personal care, routines, meals and snacks (EE) | SEYOs  Elizabeth (DHoC)  Andrea Stark (PT)  Rachel Marshall (HT)  All staff and children  All staff  All Staff  All staff  All Staff  parents | | SLT direct observation-:   * ECERS 3; Personal care, routines, meals and snacks. (N4, 5) * ITERS- 5; Personal care, routines, meals and snacks (EE)   Peer reflection:  SSTEW, Sub Scale 2; Social and emotional wellbeing  Peer reflection:  Subscale 3- supporting and extending language and communication  Parent questionnaire re transition  Photos of environment | June 2022  August 2022  January 2023  May 2023  Aug-Dec 2022  Dec 2022  Feb 2023  Sep 2022  Nov 2022  June 2023  Sep 2022  Jan 2023  May 2023 |
| **Ongoing Evaluation** | | | | | |
| This will be updated as part of on-going cycle of self-evaluation during session 2022-23. | | | | | |

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| **National Improvement Framework Priority:** | * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children | | | | |
| **Focused Priority 2:** | Curriculum and Pedagogy: Providing a high-quality learning environment through sensitive interactions, interesting spaces and experiences that are set in meaningful contexts. | | | | |
| **GIRFEC:** | **RtA:** | | **HGIOELC:** | | |
| Healthy  Nurtured  Achieving  Respected  Responsible  Included | * Section 3: What I need to grow and develop * Section 5: Early childhood curriculum and pedagogical leadership * Section 6: Putting Pedagogy into Practice * Section 7: Ensuring quality through critically reflective practice | | 2.2 Curriculum  2.3 Learning, Teaching and Assessment  3.2 Securing Children’s Progress | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| 1. All stakeholders will have a shared understanding of what we are aiming to achieve through the design of the curriculum. | * Staff INSET training will support practitioners to explore the refreshed curriculum Narrative and understand the core components and principles of design. * Review existing curriculum rationale. * Re-defining what ‘quality ELC provision means and reaching a shared understanding of this through a refreshed curriculum rationale. * Refreshed Curriculum Rationale will be communicated via visual poster and Video and shared on Treetop FNC website. * Parent questionnaire will be created and distributed to identify what they feel is unique and central to practice at Treetop. * Establish a Parent forum. | Rachel Marshall (AHT)  All Staff  SLT | | Self-Evaluations  Parent Questionnaires  Direct Observations  Minutes from Parent Forum | Aug INSET  June 2023  Jan 2023  Sep 2022  Termly |
| 1. The nursery environment will be evaluated and planned for through the eyes of the child. | * Staff will use the SEIC quality image to consider the nursery environment from the perspective of the child. * Observations carried out at art area (including who is using the area and length of time engaged). * Observations carried out at blocks area (including who is using the area and length of time engaged). * Observations carried out at sand area (including who is using the area and length of time engaged). * Observations carried out at water area (including who is using the area and length of time engaged). * Observations carried out at home corner (including who is using the area and length of time engaged). * Staff will support returning children to evaluate environmental changes. * Staff will collate children’s voice to evaluate each area | Andrea Stark  Rachel Marshall  SEYOs | | Self- Evaluations  Observations of children at play  Children’s evaluations of play spaces  Staff evaluations of play spaces  Leuven scale termly - tracking matrix and action plans: review and measure over time. | Nov INSET  Sep 2022  Oct 2022  Jan 2023  Feb 2023  April 2023  Aug/ Sep 2022  Dates as above |
| 1. Staff will look outwards and work in partnership with another FNC to evaluate the environment. | * Staff will carry out an exchange visit to another FNC setting. * Staff will observe and communicate observations back to the team. * Staff will receive feedback from visiting colleagues on environment. * Staff will provide feedback to other colleagues on numeracy. | All EYOs  All EYOs | | Observations against Criteria 3 of the quality framework.  Qualitative Practitioner Feedback | Term 3 *dates TBC* |
| 1. Staff will develop a deeper understanding of developmental stages of literacy through engagement with the SEIC Literacy Resource- This document focuses on relating to others, early oral language, sensory motor development, play and creativity, mark-making, the importance of sound, rhythm and rhyme and phonological awareness. This session will focus on pre-writing skills and early oral language. | * Revise SALT training. * Staff will become familiar with the SEIC literacy resource through professional reading and discussion: * Staff will read and reflect on Chapter 2 of the SEIC Literacy resource- Sensorimotor and motor development. * Staff will read and reflect on Chapter 5 of the SEIC Literacy resource- A form of developing representation mark making, drawing and writing. * Staff will read and reflect on Chapter 3 of the SEIC Literacy resource- relating to others and early language development. * Staff will read and reflect on Chapter 4 of the SEIC Literacy resource- play and creativity in becoming a symbol maker and user * SLT will carry out PLJ monitoring with an enhanced focus on writing. | Rachel Marshall (AHT)  Andrea Stark (PT) | | Self-evaluation  PLJ monitoring (writing focus)  Moderation and analysis of ELIPS data-Term 1,3, 4  Learning consultations/ reviews - term 2,3,4  Language and literacy trackers | Nov 2022  Nov 2022  Nov 2022  Nov 2022  Jan 2023  Jan-June 2023 |
| **Ongoing Evaluation** | | | | | |
| This will be updated as part of on-going cycle of self-evaluation during session 2022-23. | | | | | |

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| **National Improvement Framework Priority:** | * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children | | | | | |
| **Focused Priority 3:** | Securing Children’s Progress: High quality early learning and childcare contributes significantly to enhancing children’s progress and achievement as they grow and learn. | | | | | |
| **GIRFEC:** | | **RtA:** | | **HGIOELC:** | | |
| Nurtured  Achieving  Respected  Responsible | | **Section 3:** What I need to grow and develop  **Section 5:** Early childhood curriculum and pedagogical leadership  **Section 6:** Putting Pedagogy into Practice | | 1.1 Self-evaluation for self-improvement  1.2 Leadership of Learning  2.5 Family learning  2.7 Partnerships  2.3 Learning, teaching and assessment  3.1 Ensuring well-being, equality and inclusion | | |
| **Expected Impact** | **Strategic Actions Planned** | | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| 1. Planning of learning will be timely and support Early Years Practitioners to plan for high quality learning experiences for all children. | * We will gather variety of exemplar planners to look at and discuss features of each. * Staff will take inspiration from exemplar planners and professional reading to devise suitable planning formats (Mid-term and responsive) in the pre-school playrooms. * Establish a ‘support and approaches’ system whereby smart targets are agreed and reviewed for individual children as appropriate, reducing barriers to learning. * Staff will engage with training on ‘Smart Targets’ to support the implementation of ‘Support & Approaches’ System. * Educational Psychologist (Morag Docherty) support the use of the SCERTS (Social Communication, Emotional Regulation and Transactional Supports) framework which will then be used to support planning for children with complex additional support needs. | | Andrea Stark (PT)  Rachel Marshall (HT)  SLT  Rachel Marshall (AHT)  Andrea Stark (PT) | | Monitoring of Planning  Monitoring of observations in PLJs  Learning Consultations- termly  ‘Support & Approaches’ files and tracking achievement of smart targets | Aug- Sep 2022- gather exemplars  Oct 2022- discuss and agree planning format  Nov 2022 INSET |
| 1. Children will have increased levels of participation across the 4 arenas of Pupil Participation (Learning, teaching and assessment, personal achievement, decision making groups and wider community). | * Staff will review the existing opportunities for pupil participation across the 4 arenas. * Erin McGuigan will lead staff training on ‘Talking Mats’. * Review planning format * New agreed planning format will provide further opportunities for children to record their voice. * Staff will engage in training sessions on ‘Children’s voice’ using Hart’s Ladder of participation as a tool to increase opportunities for children to use their voice. | | Andrea Stark (PT)  Rachel Marshall (HT)  All EYOs | | Learning Consultations- termly.  Hart’s Ladder targeted observation scale  Learner Voice – learning wall, mind maps, floor books  Evidence in PLJs and displays. | May 2022  January 2023?  Aug-Oct 2022  Oct- Dec 2022  Feb INSET |
| 1. Re-establish a family learning programme (Recovery Post Covid) | * Establish leadership roles across the staff team. * Parental engagement questionnaires to gauge what family learning opportunities will suit existing children, parents and community. * Peep sessions - linked to healthy eating and transition. * Re-establish Parent Forum. * Establish a ‘Treetop shop’ at Inverkeithing where parents can give donations for second hand goods. | | Shona Wilson (Family Worker)  SLT | | Attendance figures at family learning offerings  Parental feedback from family learning groups | Aug 2022  Reviewed termly |
| 1. Staff will develop an understanding of trauma informed practice. | * Identify 8 ‘Trauma Informed Leads’ who will form a Trauma Informed Working party to meet with the EP. * Trauma Informed Practice Training which will consider different definitions of trauma, improve their understanding of Adverse Childhood Experiences and the prevalence of trauma, explore the impact of trauma on the brain and consider survival approaches. This training will be cascaded to the whole team. * In-House ‘Nurturing Approaches’ training. | | EYOs/ SEYOs x8  (names tbc)  Educational Psychology Service  Rachel Marshall (AHT) | | Staff Questionnaires | Nov 2022  Nov- June 2023 |
| 1. Develop staff and parental understanding of children who are developing differently. | * Staff will engage with an identified professional learning text:   Muggleton, J. (2022) Developing Differently. Jessica Kingsley Publishers: London.   * Staff will engage in training sessions to explore how children develop differently and how we can support them and their families. | | EYOS  SLT  Andrea Stark (PT) | | PADS Pre and Post training questionnaires (Rating Scales)  PLJ observations | Term 1-4  Term 1-4 |
| **Ongoing Evaluation** | | | | | | |
| This will be updated as part of on-going cycle of self-evaluation during session 2022-23. | | | | | | |