**TREETOP FAMILY NURTURE CENTRE**

**(Inverkeithing & Rosyth)**

  

**Standards and Quality Report**

***Achieving Excellence and Equity***

2023-2024

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|  | **Treetop Family Nurture Centre**  **Standards and Quality Report 24-25**  ***Achieving Excellence and Equity*** |  |

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| **Context** |
| |  |  |  | | --- | --- | --- | | **Total Roll** | **3-5 Year Olds (N4 and N5)** | **2 Year Olds (N3s)** | | **219 children** | 174 (3-5 year olds) | 45 (2 year olds) |   Treetop Family Nurture operates over 2 buildings, one of which is located in Inverkeithing and the other Rosyth (dispersed service). We are open 52 weeks per year and offer families 1140 funded hours of Early Learning and Childcare. The session offerings are as follows:   |  |  | | --- | --- | | **Setting** | **Hours** | | Inverkeithing | 6 hrs Mon-Fri (term Time) | | Inverkeithing | Holiday Places | | Rosyth | 4hrs 40 mins am Mon-Fri (49 weeks) | | Rosyth | 4hrs 40 mins pm Mon-Fri (49 weeks) | | Rosyth | 10 hrs Mon & Tue, Wed am (46 weeks) | | Rosyth | Wed pm, 10 hrs Thu & Fri, (46 weeks) | | Rosyth | 6 hrs Mon-Fri (term Time) |   Treetop Family Nurture Centre operates across 7 playrooms; 4 playrooms at Inverkeithing and 3 at Rosyth. The table below details the playrooms and how many children in each:   |  |  | | --- | --- | | **Room** | **Children** | | Hedgehogs (N3s) | 25 | | Owls (N4-N5s) | 41 | | Squirrels (N4-N5s) | 47 | | **Total Rosyth** | **113** | | Caterpillars (N3s) | 20 | | Butterflies (N4-N5s) | 24 | | Ladybirds | 24 | | Bumblbees (N4-N5s) | 38 | | **Total Inverkeithing** | **106** | | **Overall Total** | **219** |   Treetop FNC provides quality education for pre-school children aged 3-5 years and we also provide education for eligible two-year olds. Children and families who would benefit from an early entrant placement can also be referred to the centre by health visitors, pre-school home visitors and/or social workers. They are admitted through an inter-agency referral process.  At Treetop FNC we believe that working in partnership with parents/carers best supports our children, helping them make as much progress as possible in all areas of learning during their time with us. Treetop has well-established links with a wide range of agencies, helping provide high quality support to children and families.  We are a strong, committed team that strive to provide a welcoming and warm ethos. We have high aspirations and are supportive and respectful.  We take pride in promoting confidence and independence in our children as we establish them on their learning journey to develop skills for learning, life and work.  The current senior leadership team is comprised of a Headteacher, 1 FTE Depute Head of Centre (comprised of 2 posts) and a Principal Teacher (all of whom work across both settings). There are also 4 Senior Early Years Officers who are permanently based in just one setting and 1 FTE Senior Family Worker who works across both settings (This is comprised of 2 posts). 1 Depute Head of Centre works 3 days per week and the other works 2 days. Similarly, the current Family Worker works 3 days and a second Family Worker works 2 days.  **OUR VISION**  To create a caring, supportive, safe and respectful environment where everyone can learn and grow together.  **OUR MISSION STATEMENT**  “Families are our focus; children are our future.”    **OUR VALUES**  **C**onnection  **A**spiration  **R**esilience  **E**mpowerment  **OUR AIMS**   * In a child centred, loving, inclusive and fun environment we aim to: * Build positive, respectful, and nurturing relationships, working together in partnership with children, families and the wider community. * Inspire, support and challenge everyone to reach their full potential, celebrating achievement for all. * Support and promote self-regulation, wellbeing, and resilience, developing skills for lifelong learning. * Empower and motivate others to take ownership of their learning, promoting confidence, creativity, and curiosity as we learn and grow together.   **SIMD PROFILE**  The sets of SIMD data presented within this report have been divided into quintiles. At Inverkeithing the mean SIMD is 2.7 with most children residing in quintiles 1-3. At Rosyth the mean SIMD is 2.8 with most children residing in quintiles 1-3. Looking at the service as a whole the mean SIMD is 2.7 with most children residing in quintiles 1-3.  Over a 5 year period the demographic of Treetop FNC has shifted. The number of families living in quintile 1 has decreased by 22.5% There has been a significant increase in the number of families residing within quintiles 2-3. Whereas, quintiles 4 and 5 have stayed relatively steady throughout this 5 year period. The change I demographic can be explained by the new development and regeneration programme in Inverkeithing.  It is important to note that the mean SIMD of the setting overall has stayed stable for the last 2 years. This is in line with the slower pace of regeneration within Inverkeithing in these 2 years.  It is important to take cognisance of the changes in demographics as we plan for improvement.    **Inverkeithing 24-25 Rosyth 24-25**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | | **SIMD** | **Total** | **%** | | 1 | 16 | 15% | | 2 | 31 | 29% | | 3 | 37 | 35% | | 4 | 18 | 17% | | 5 | 4 | 4% | | **Total** | 106 |  | | |  |  |  | | --- | --- | --- | | **SIMD** | **Total** | **%** | | 1 | 6 | 5% | | 2 | 43 | 38% | | 3 | 38 | 34% | | 4 | 23 | 20% | | 5 | 3 | 3% | | **Total** | 113 |  | | | |  |  |  | | --- | --- | --- | | **Treetop FNC 24-25** | |  | |  |  |  | | **SIMD (Quintile)** | **Total** | **%** | | 1 | 22 | *10* | | 2 | 74 | 34 | | 3 | 75 | 34 | | 4 | 41 | 19 | | 5 | 7 | 3 | | **Total** | 219 |  | |  | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **SIMD Over Time** | |  |  |  |  | |  |  |  |  |  |  | | **SIMD (Quintile)** | **20-21** | **21-22** | **22-23** | **23-24** | **24-25** | | 1 | 32.50% | 29% | 8% | 13% | *10%* | | 2 | 22.50% | 24% | 25% | 22% | 34% | | 3 | 15% | 13.50% | 29% | 36% | 34% | | 4 | 27.50% | 29% | 27% | 18% | 19% | | 5 | 2.50% | 4.50% | 11% | 1% | 3% | |  | |  | |   **Cost of the School Day**  At Treetop Family Nurture Centre we recognise the need to reduce the cost of the nursery day for all our children and families. In striving to do so, we aim to support families to cope well within their local and immediate family contexts, reducing barriers to learning and play which can be impacted by poverty. We recognise that the early learning and childcare we provide is free at point of entry and examine the nursery day giving careful consideration to; clothing, travel, learning, friendship and community, trips and outings, meal and snack provision and family engagement opportunities. |

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| **Improvement Priority Session 2023 – 2024** | | | | | | | | | | | | | | |
| **Priority 1**  Curriculum: Children are offered a high-quality learning environment which is safe, well looked after, clean, tidy and well maintained. | | | | | | | | | | | | | | |
| NIF Priority   * Placing the human rights and needs of every child and young person at the centre of education. * Improvement in children and young people’s health and wellbeing. * Closing the attainment gap between the most and least disadvantaged children and young people   NIF Driver   * School and ELC Leadership * School and ELC Improvement * Curriculum and Assessment | | | | | | | HGIOELC Quality Indicators  1.4 Leadership and Management of Practitioners  1.5 Management of resources to Promote Equity  2.2 Curriculum  2.3 Learning. Teaching and Assessment  3.3 Developing creativity and skills for life and learning. | | | | | | | |
| Has this priority been:  (please highlight) | | Fully  Achieved | x | | | | | Partially  achieved |  | | Continued into next session | | |  |
| **Progress and Impact:**   1. ***Children will experience a high-quality physical play environment indoors that promotes creativity, curiosity and independence.***  * All staff engaged in professional learning sessions focussing on quality provision (namely home corner, sand and water, block area, independent stations and snack). We created floor books to evidence initial evaluation, create plans for improvement and to document progress. As a result, all children have experienced a higher quality physical indoor play environment. Most children have actively contributed to changes made within the playrooms. This development has further enhanced a culture of self-evaluation where children are actively engaged in the change process. Evidence for this strategic action includes floorbooks, observations using QIs 2.3 and 3.2, self-valuation of QI 2.2, self-valuation specifically against areas of core provision and feedback from the learning partnership also validated this progress. * Staff’s dedicated focus on enhancing the home corner has had a positive impact on children’s play and learning across all playrooms. By creating an engaging and interactive environment within this space, children have exercised greater opportunity to recreate home life experiences which are closer to their natural home environments. The majority of children have shown a wider variety of imaginary play in this area of core provision and they have begun to show increased creativity, problem-solving and social skills development. Observations and feedback from staff and parents have indicated positive changes in children’s overall confidence and participation in imaginary play in this area. Children’s voice is gathered regularly to inform improvements within this area. Open ended materials are being used more regularly by children in imaginative ways. Almost all children have more ownership of this area and are demonstrating responsibility and respect for the physical environment and are more pro-active about keeping the area safe and tidy. * Staff engaged in professional learning sessions which focussed on the core purpose of sand and water play. Staff evaluated against the 7 principles of curriculum design to reflect on existing areas and plan for improvement within these. The enhancements made to the sand and water areas across all playrooms have had a significant impact on children’s skills and abilities. As a result of the changes, all children now have the opportunity to play with a wider range of open-ended materials which are stored and located in such a way that promotes children’s independence to access and tidy away when finished. Direct observations within these areas have shown increased; pride and negotiating skills; understanding and ability to exercise co-operative play skills (e.g. sharing and taking turns of equipment); creativity (e.g. moulding wet sand into different shapes); increased understanding of mathematical concepts (e.g. volume/capacity and increased understanding of science concepts (e.g. mixing of sand and water to form varying consistencies). Children are encouraged to experiment with mixing sand and water both indoors and outdoors and this is supported through sensitive adult interactions. * All staff had the opportunity to develop their understanding of the purpose of independent stations (colour mixing and playdough making specifically). Staff took before photos, observed within areas, gathered children’s voice and discussed and completed development evaluation records. As a result of this, all playrooms offer the consistent opportunity for children to mix paint and make their own playdough throughout the nursery session. Direct observations have highlighted increased independence of almost all children and greater ability to follow routines using visual supports. All children are also active in selecting from a variety of resources and can provide reasons for their choices. Children are enjoying the freedom to experiment with materials and are developing an understanding of cause and effect (observing what happens when different colours are mixed together or when more water is added to flour etc). Children are benefitting from the holistic learning experience that independent stations offer from selecting materials and equipment to clearing away the play residue making the play space inviting for the next person. Staff have challenged their thinking to incorporate these starting and ending routines into the holistic play experience that such play spaces offer. * SEYOs led professional learning sessions on the stages of block play. Staff then evaluated the block areas within their playrooms and considered how children know what do in this area, what the adults role is, location of the area, opportunities for differentiation, how structures are displayed and celebrated and how the area promotes independence, literacy and numeracy skills. The changes made have enhanced children's design and problem-solving skills and also their social interaction abilities e.g. patience to play alongside children who are engaging with blocks at a different stage of block play to them. Through implementing best practices in block play, educators have observed a noticeable increase in children's creativity, spatial awareness, and collaboration skills. This has improved the frequency and quality of adult interactions within areas of block play and has therefore positively impacted the overall learning experience, fostering a more engaging and enriching environment for all children. * February in-service was dedicated to a focus on general development of core provision and the learning partnership shortly after also focussed on this. Direct observations during the learning partnership highlighted strengths around ethos and culture, adult interactions, mealtimes, staff deployment, children’s participation and the indoor and outdoor play environment which were seen to promote independence and encourage a range of learning experiences that catered to the interests of almost all children. SLT carried out observations throughout this session in the form of ‘shared playroom experiences’ using QIs 2.3 and 3.2. These highlighted strength also around positive relationships where children feel valued, safe and secure, planned experiences are developmentally appropriate and tailored to meet individual needs, children are supported by staff who engage them in conversations about safety within the environment, children are motivated and fully engaged by a range of rich learning experiences that offer challenge and support both indoors and out. * Staff reviewed roles and responsibilities within the playrooms. Direct observations focussing on staff deployment highlighted that almost all children are well supported across all areas of the nursery. As a result, children are well supported with horizontal transitions that occur throughout the nursey session. This is largely down to more effective communication being employed by adults and all staff understanding their role within an area.  1. **Children play in a clean and safe environment that protects their health and wellbeing and reduces the risk of the spread of infection.**  * Monitoring systems were created to ensure that ‘infection prevention control’ practices were consistent across all playrooms. New cleaning schedules and hourly toilet checks are carried out across all playrooms and direct observations have confirmed that the commitment of all staff to this focus is resulting in cleaner playrooms where all children’s health is protected. * All staff engaged with professional learning which focussed on national guidance titled ‘Infection prevention control in childcare settings’. As a result, all children have benefited from a significantly reduced risk of infection and improved overall health and wellbeing. Staff have become familiar and confident with procedures for maintaining clean playroom environments and have actively promoted and supported children to follow healthy and hygienic routines in nursery. These practices have resulted in a decrease in the number of notifications made to public health this year, creating a healthier learning environment for all children. Direct observation has shown consistency across all playrooms in the dialogue between adults and children focussed on promotion of healthy routines such as handwashing. Regular monitoring of hygiene practices ensures that procedures are consistent across the service. * The monitoring system specific to risk and infection prevention control has been reviewed and timescales adhered to throughout the nursery session. This new system has increased staff motivation and commitment to maintain appropriate health and hygiene practices ensuring that all children have the opportunity to play in a clean environment that reduces the risk of spread of infection. * The review of the ‘Eco and Recycling’ policy in nursery has had a significant impact on the children’s understanding of sustainability practices. Through hands on participation in recycling initiatives and eco-friendly daily routines, children have developed an increased awareness of environmental responsibility and the positive impact that we can have on the world around us. Direct observation, feedback from children and parents has demonstrated a growing enthusiasm for adopting eco-friendly habits. The review of this policy has not only increased knowledge but instilled a sense of responsibility in caring for the environment. This review has achieved consistency of eco practices across the service.  1. **Children play in an enabling and safe environment where risks are minimised and well managed.**  * Engaging with the Care Inspectorate’s practice note titled “Supporting trips and outings” has had a significant positive impact on all children within our nursery. Staff implementing the guidelines outlined in the practice note have demonstrated a heightened sense of awareness and responsibility towards ensuring the safety of children during outings. Furthermore, the implementation of the practice note has facilitated a more engaging and interactive experience for the children. E.g. staff and children collaborated to create a collaborative woods risk assessment which is routinely completed on arrival at the woodland areas. By providing opportunities for real-life experiences outside of the nursery, children have been able to enhance their social skills, creativity and understanding of their local community and their place in it. Trips are planned for in a timely manner and as a result, we have witnessed increased parental engagement in trips and outings which results in a wider range of children being able to access such learning experiences. * Staff engaged with the Care Inspectorate practice note titled ‘Curiosity and Exploration’ which challenged them to consider how to encourage children to be curious and engage in exploration whilst remaining safe in nursery. As a result, staff recognised how ‘dynamic risk’ can be employed successfully and linked prior learning to the context of promoting exploration and curiosity. Direct observations show that staff have been pro-actively supporting children to assess risk during exploratory play. Thy have been modelling safe behaviours and teaching children how to use equipment safely and consistently offer challenge questions that prompts children to reflect on immediate safety and alter behaviours or choices in order to maintain safety of self and others during play. * In response to enhancing the practice of risk management in our nursery, staff engaged in professional learning sessions focussed on ‘dynamic risk’ i.e. managing risk effectively. Almost all staff worked collaboratively to challenge their understanding of dynamic risk and their role within this process. As a result dynamic risk assessment has now been incorporated into daily routines as confirmed by ‘staff deployment’ direct observations and regular self-evaluation activities. The impact on children has been profound, with increased independence, decision-making skills, and confidence observed during play and learning activities. Feedback from parents has also highlighted a heightened awareness of safety procedures among children both in the nursery setting and at home. Success has been measured through regular observations, analysis of accidents/incidents on a monthly basis and feedback from staff, parents and children. Through Pupilwise surveys, most children (88.7%) expressed that they feel safe in nursery. All parents of those who responded to the in-house annual questionnaire expressed that they feel their child is safe in the nursery setting. And almost all (96.49%) expressed the same through Parentwise surveys. * SLT and first aiders reviewed medication procedures and adapted the monitoring processes surrounding this. The changes made have resulted in more effective communication between staff about medical needs/requirements and ultimately the right support big offered at the right time for individual children in order to meet medical needs. * The engagement of children in the SIMOA campaign following staff professional learning sessions has shown significant positive impacts. Through direct observation we have seen that children have demonstrated an increased awareness of potential risk, actively alerting staff and peers when necessary. Furthermore, there is a noticeable improvement in the cleanliness and organisation of playrooms, indicating a growing sense of care and respect for their environment and available resources. The SIMOA elephant has been used to promote this campaign and children have had the opportunity to explore characterisation. Children have shown creativity and empathy enhancing their understanding of the campaign’s aims and values. A review of the monitoring of accidents and incidents has helped us to identify safety patterns and behaviours for individual children and intervene with specific support that has helped individual children to stay safe in nursery. | | | | | | | | | | | | | | |
| **Next Steps:**   * Continue to maintain high quality play spaces through regular review and self-evaluation using core provision documentation. Next session will focus specifically on how the physical environment promotes literacy skills. * Now that the physical landscape of playrooms has been reviewed and improved, staff will begin to consider responsive changes and adaptations to the environment based on observations. Staff will benefit from professional learning sessions to upskill and increase confidence around quality observations, the planning cycle and the golden thread that links observations, planning and documentation of learning. * In order to ensure that all children are appropriately challenged in their learning, higher order questioning will be explored through professional learning on quality interactions and development of literacy skills. | | | | | | | | | | | | | | |
| **Priority 2 – Approaches to transitions promote children’s security and wellbeing** | | | | | | | | | | | | | | |
| NIF 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   NIF Driver   * School and ELC Leadership * School and ELC Improvement * Curriculum and Assessment | | | | | HGIOELC Quality Indicators  2.4 Personalised support  2.6 Transitions  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion  3.2 Securing Children’s Progress | | | | | | | | | |
| Has this priority been:  (please highlight) | Fully  Achieved | | | x | | Partially  achieved | | | |  | | Continued into next session |  | |
| **Progress and Impact:**   1. **Children experience an unhurried and relaxed mealtime experience which supports development of independence skills, communication and socialisation.**  * Staff worked collaboratively to learn about best practice guidance and agreed a criteria for what a high quality mealtimes look, sound and feel like for children. As a result, children experience an unhurried and relaxed mealtime experience which supports development of independent skills, communication and socialisation. Most children (88.7%) recognise that in nursery they are encouraged to be healthy as highlighted in the Pupilwise survey. * Direct observations of mealtimes have been carried out termly using ECERS and ITERS: ECERS; Personal care, routines, meals and snacks. Almost all of these direct observations highlighted that children are experiencing a high-quality mealtime across all rooms. All rooms provide a clean physical space which is ready for the children to sit down and eat and allows choice of where to sit and who to sit beside. All staff are following infection, prevention control guidelines reducing the risk of spread of infection in the area and are supporting children to follow such routines too. Almost all children are accessing mealtime routines independently and this includes washing hands pre-and post eating, accessing and tidying away required crockery and cutlery, exercising pouring, cutting and other self-help skills. Direct observations also highlighted strength in the role of the adult and recognised that during mealtimes adults consistently support children to develop and practise self- help skills, access and act accordingly to important information such as allergies and intolerances, support children to access more food where requested, support children to transition to and from mealtime experiences and reduce any upset or distress that some children may experience, model table manners and engage children in natural 2 way communication around the table, adults also consistently support children with identified additional support needs to access mealtimes in a way that meets their individual needs. * Both buildings offered ‘I can cook’ sessions which provided parents and children the opportunity to bake or cook together in nursery. Feedback received from parents and children has revealed that nearly all children participating in the ‘I Can Cook’ sessions have eagerly explored and tasted new foods both at nursery and at home. Parents have valued the dedicated time spent engaging in 1:1 cooking activities with their children at nursery, and the vast majority of attending parents have left with inspiration for incorporating simple cooking projects into their home routines. These sessions have also provided parents with a deeper understanding of their children's capabilities in food preparation, encouraging greater independence among the children in their home environments. * To extend the promotion of healthy eating in nursery we engaged with the ‘Peas Please’ project as endorsed by Nourish Scotland. This project allowed all children to further develop their understanding of where food comes from through opportunities to grow, harvest and prepare our own vegetables. The aim of this project was to encourage children to choose to eat and enjoy eating vegetables. In committing to this project we supported children and families to make healthy choices. Cooking groups within playrooms were introduced as a standard offering across the service. Parental feedback and children’s feedback throughout the peas please project highlighted that children demonstrated more willingness to try a variety of foods, and our private Facebook groups showed an increase in the number of parents cooking with children at home and sharing these experiences with nursery.  |  | | --- | | ***Verbatim Comments (Pease Please Project)*** | | **Comments from Children**  *“Vegetables come from gardens and they make you healthy. I don’t like broccoli or onions, just carrots, but that is ok”.*  *“Vegetables make you big and strong and healthy. I like some but not all green ones”.*  *“I brought carrots home and put them in the fridge. I am going to eat them at Christmas”.*  *“I have onions in my tomato sauce”.*  *“I tried carrot soup”.*  **Commented from Parents**  *“My child has been telling me how healthy vegetables are. With a fair bit of encouragement she has tried new vegetables. We have been able to do the activities with other family members too”.*  *“The project has been great. My child has really improved their cutting skills and is helping make the dinner and baking at home”.*  *“My child has been talking about different vegetables mentioning that they have different shapes and colours. My son has been asking to try more things to eat at home. I think it has been a great idea to encourage children to at least try different food options”.*  *“Excellent initiative. I am glad this project has happened. I wasn’t aware of chard before this project”.*  **Comments from Staff**  *“Great for developing children’s, parents’ and staff’s knowledge around different vegetables and giving opportunities to be creative in different ways to use vegetables, recipes etc. This was a very useful initiative”.*  *“This project has been great for parental engagement. Wonderful to see children try a variety of vegetables. We had lots of discussions surrounding taste, smell and touch. Skills in the kitchen were being developed”.*  *“The project encouraged children to explore and try new food, especially unfamiliar foods to them. It was great to see children playing with real vegetables in the home corner. Children loved chopping carrots and trying to eat celery”.* |  1. **Children are supported by staff who are knowledgeable about transitions and can effectively communicate throughout the day to promote continuity and progression of children’s care, play and learning.**  * Staff engaged with the Care Inspectorate Practice Note titled ‘Supporting transitions’. This prompted all staff to reflect on and develop approaches to keeping children safe during transitions, whilst ensuring that they still have the opportunity to build connections with others, play and learn. All children are supported by staff who are knowledgeable about transitions and can effectively communicate throughout the day to promote continuity and progression of children’s care, play and learning. * Daily huddles are led by SEYOs and now take place in each playroom. The introduction of this daily staff collaboration has resulted in communication being more transparent, particularly when it comes to children’s needs. All staff know when children’s care plans are updated and can plan time and responsibilities to facilitate individual strategies appropriately. The day to day running of learning experiences is better co-ordinated and therefore children are experiencing smoother horizontal transitions from one play experience to another. * Staff engaged in professional learning sessions on horizontal transitions utilising context from ‘Realising the Ambition’. Collaborative reflection tasks were completed in each playroom and discussed a variety of horizontal transitions that could present in nursery throughout the session. Some of the scenarios discussed included arrival and leaving nursery, going to and from lunch, and moving from on area to another across play areas and going on trips. Staff have an increased appreciation of the impact that successful transitions can have on children’s ability to engage with learning and sustain interest within an area. Staff reflection and the adoption of new systems such as huddles and communication diaries also support staff to accurately inform parents about children’s transitions throughout the day. As a result of the focus on horizontal transitions, staff have reported flexible nappy changing routines to support individual children based on need, rolling lunches in every playroom, communication with parents has improved about transitions throughout the day, children are becoming more independent with transitions, and care plans and individual child assessment supports staff to provide the appropriate support for individuals at the right time making transitions as predictable and smooth as possible. * Professional learning sessions afforded staff the opportunity to become knowledgeable about recent changes to nappy changing Guidance. In doing so we then proceeded to carry out a nappy changing audit which highlighted aspects of practice to keep and aspects of practice that required to be change. The changes made resulted in more effective storage and easier access of resources for nappy changing routines, more consistent practice across the service and most important the maintenance of high standards around cleanliness, hygiene, and personal dignity and respect for all children. * A robust communication system in the form of a communication diary has been set up within the playrooms to ensure effective transition of information from home to nursery and vice versa. The impact of this is that relevant information about all children reaches parents on collection, despite staffing changes that may have occurred throughout the session. * SEYOs complete a fortnightly snapshot which highlights good practice that staff have been employing day to day and also areas of focus which should be addressed. This simple feedback proforma is serving to motivate and encourage staff teams to maintain standards achieved and ensure that practice is having a positive impact on all children.  1. **Children are supported by adults who understand their individual needs and strategies.**  * We introduced a new care plan system that summarises the main care needs and strategies to support individual children. This system is coherent and means that information is readily available to ensure the support and care needs of all children are met. The supply induction process has highlighted how useful supply staff find this system in being able to support children who they have never met before. The impact of this is an increased awareness of support strategies for a wider range of children and more timely and responsive implementation of support strategies on the floor. * Staff have engaged in professional learning sessions on SCERTS. SCERTSfocuses on building competence in Social Communication, Emotional Regulation and Transactional Support. SCERTs assessments have been carried out on a few individual children and staff have worked in partnership with the ASIST team to prioritise and break down individual children’s targets into achievable shorter-term goals. This has been further strengthened by the new care plan system that summarises any agreed strategies in a central place which is easily accessed by any adults providing care and support for children within the playroom. * We reviewed and adapted personal planning systems and monitoring of these. We have introduced 2 weekly SEYO/PT review meetings. The collegiate calendar allocates time to discuss data collated e.g. eLIPS, SCERTs, Circles, Leuvans, child plans and care plans. As a result, staff have the most up to date information about children and can support and challenge them appropriately in learning. * This session we introduced a new supply staff induction process. This induction process is robust and places children at the centre dedicating time to discussing individual needs. Feedback from supply staff has been recorded within our compliment spreadsheet as staff expressed how valuable the induction is and that they feel suitably equipped with knowledge of practice within the setting and also information to support adults to meet the care needs of all children. * We introduced peer PLJ monitoring once every 5 weeks (at Inverkeithing) albeit more needs to be done to fully implement this practice and to gather further evidence of impact.  1. **Children experience a high-quality transition from early entrants into N4/5 place within Treetop FNC.**  * A transition policy has been developed that clearly states the transition process from Early entrants into N4/5 places within Treetop FNC. As a result of this review, the transition of data at the point of transition has been more transparent. The newly introduced care plan system also supports effective transition of information. Children are experiencing timely visits to their new playrooms and have the opportunity to familiarise themselves with the new play environment and staff prior to their N4 place starting. Furthermore, moving on review meetings ensure that the main co-ordinators of support are present and aware of support needs of all almost all children prior to starting their N4 place. | | | | | | | | | | | | | | |
| **Next Steps:**   * Implementation of the ‘Key person’ approach. This approach has the potential to support the further development of successful transitions at Treetop FNC, particularly around transitions at busy times of the day including drop off, collection and mealtimes. * Dedicate time to peer PLJ monitoring on collegiate calendar for session 24-25. * Review format for recording learning consultations this will sit alongside and inform date which will be put into a new tracking system titled ‘progress’. * Introduce a system for monitoring of planning to ensure consistency of documentation of learning. | | | | | | | | | | | | | | |
| **Evidence of Significant Wider Achievements** | | | | | | | | | | | | | | |
| There has been a wide variety of wider achievement opportunities across the service this session.  All opportunities have developed a range of skills linked to the 4 capacities:  Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals.  The wider achievements have been planned carefully considering; the ethos and life of the nursery as a community, curriculum areas and subjects, interdisciplinary learning and opportunities for personal achievement. The wider achievements have also linked to our nursery values (Connection, Aspiration, Resilience and Empowerment) and the UNCRC. These have been shared and celebrated throughout the session through newsletters, social media and parental engagement sessions.  Some of our wider achievements during session 23-24 included:   * We engaged with the ‘Beep Beep’ initiative through ‘Brake- the road safety charity’. The focus of this event was on holding hands with a grown up when near to a road, crossing roads at safe places with a grown up and using a child seat when travelling by car. * We engaged with Nourish Scotland and took part in their 'Peas Pleas Project'. This project had been piloted elsewhere in Scotland and generated interest to pilot the activity in other nurseries too. Nourish Scotland aimed to increase awareness of this project and generate investment in these kind of initiatives at a national level to become central to nursery practice, in turn promoting healthy eating across the country. We introduced children to a variety of different vegetables and gave them the opportunity to explore them in many different ways. * Eco week- We took part in a ‘Spring Clean’ as organised through the charity 'Keep Scotland Beautiful'. We engaged parents in this event and went litter picking within our local community. Children were also involved in eco activities within their playrooms. This week taught children about sustainability and promoted responsibility for looking after the world around us. * Each playroom provided weekly opportunities for parents and children to cook together in the playroom. Parents enjoyed to protected time spent on a 1:1 basis with their children. Some of the comments from parents are detailed below:  |  | | --- | | ***Verbatim Comments (‘I can cook’ sessions)*** | | *“It was great to see my daughter try new things even though she didn’t like it. We are off home to make omelettes with just cheese”.*  *“Cooking the omelettes was FUN”.*  *“My daughter and her baby sister had such a great time cooking together, we took the pizzas home for our tea”.* |  * Regular woodland play and learning has enhanced children’s cognitive development, emotional regulation, and physical well-being. Furthermore, it has cultivated a deeper appreciation for the environment and fosters a sense of responsibility to look after our environment. * In order to mark ‘World Book Day’ and continue to encourage a love for books, we hosted a 'Big Book Swap'. Children brought a long a pre-loved book from home and swapped it for a different book. * Children had the opportunity to engage in Zumba sessions from a ‘Wow visitor’. These taster sessions challenged children to move their bodies rhythmically to music and to copy a sequence of co-ordinated movements. * Specific fundraising has taken place at Treetop Rosyth. Donations and grants have enabled us to raise enough money to plan and resource a new sensory room. The sensory room opens July 2024 and will support varying sensory needs of children in nursery. * Visits to the local library have provided children with invaluable opportunities to ignite their passion for reading. These visits foster a love for learning, curiosity about the world, and crucial literacy skills. * All children have had the opportunity to perform for an audience at Christmas singalongs and end of term celebrations. * All children participated in an enterprise project at Christmas, creating a variety of crafts to sell and raise money for nursery funds. * Both nursery buildings hosted a coffee morning which raised money for Macmillan Cancer research. Children contributed baking goods and developed an understanding that money holds value and when saved/ collated can support charities that help people. * We have successfully ran the Treetop Shop at both buildings which encourages children to re-use and recycle. * Fair Share is on offer at Treetop Rosyth and provides families with the opportunity to secure food and household items at reduced prices. * Parents have the opportunity to ‘Stay & Play’ in the playrooms at any point. * We offered PADDs (Parental Awareness of Developing Differently) at both buildings this session. This is a 6 week block for parents of children who are developing differently and is co-delivered with colleagues from health.  |  | | --- | | ***Verbatim Comments (PADDS)*** | | *“Everyone was so determined to learn to help their child and shared whatever they could”.*  *“It was open and honest with lots of sharing of information”.*  *“Small and easy to chat and helpful tips from group leaders. Helpful sharing information amongst group”.*  *“Great group, fab to be surrounded with wonderful people who just get it”.*  *“Group was fantastic, very informative and very supportive”.* |  * We have continued to strengthen our partnership with the orchard (Rosyth) and the community garden (Inverkeithing). These particular community links have enhanced teaching and learning around caring for living things and growing food, helping children to experience the whole process from seen to plate. * Woodland learning has been re-established and all children are experiencing woodland learning opportunities regularly. Children’s ability to risk assess outdoors is greater as a result of this. PLJ monitoring shows that almost all children have recorded learning observations within their PLJs taken during woodland learning experiences. Almost all children have been recorded on the wider achievement calendar as having experienced woodland learning this session. * The majority of children at Treetop Inverkeithing attended the gala and marched in the parade with some staff and parents. This weekend event promoted events within the local community and was well attended. This deepened the children’s understanding of the world around them and supported them to understand their identity and role within the wider community. * We have offered a robust family learning programme which is delivered in house and some groups are co-delivered by partner agencies. We have found the groups that are open to the community really serve as a robust transition tool for children coming into early entrants at 2 years old. Some of the groups on offer include; Rise ‘n’ Shine Yoga, Treetop Toddlers, Sensory Play, Sing and Sign, PEEP, Bookbug, Baby massage, Baby Weaning, Incredible Years, Mellow Mums/Dads, cooking, craft group and colleagues from adult education also run groups from our buildings giving parents the opportunity to re-engage with education.  |  | | --- | | **Verbatim Comments (Family Learning Programme)** | | *"My daughter enjoys coming along to the group and playing with all the children. Building and the kitchen are her favourite toys. My daughter loves the singing at the end."*  *"My son loves interacting with the other children"*  *"I used to come with my grandson but he is in the Hedgehog room now, I still come along to the group to chat to other people as I don't get out much and often feel lonely, I love this group".*  *"We really enjoy the singing at the end especially with the parachute which my daughter loves."*  *"Allows my grandchild to interact with other children and build confidence with both children and adults."* | | | | | | | | | | | | | | | |
| **Feedback from External Scrutiny** | | | | | | | | | | | | | | |
| **Learning Partnership Feedback**  ***Strengths***  **Ethos and Culture:**   * Parental feedback highlighted the nurturing and supportive ethos of Treetop FNC, where collaboration between parents and staff enriches children's learning and development. * Positive, caring and nurturing relationships are evident across all playrooms. Staff are in tune with individual learners. Staff pick up and respond well to those children presenting as needing more support, particularly emotional support or support to access the environment.   **Adults:**   * Interactions between staff and children are respectful, responsive, and promote positive relationships, enhancing children's sense of security and belonging. Interactions also supported children’s emotional well-being, contributing to a positive and inclusive learning environment. During interactions staff model language and routines. Intensive interactions are evident with individual children. Staff use a balance of comments and questions. Adults also adopted ‘thinking out loud’ and interactions were well timed. Interactions support emotional regulation. Sensitive and gentle re-direction is evident through interactions and episodes of distress are well supported and de-escalated. * Staff knowledge of schematic play in early entrant playrooms informs interactions. * Staff demonstrate an understanding of children's individual needs and interests, extending learning opportunities through meaningful interactions and activities. * Staff know children very well and can talk confidently about recent changes to care plans. Approaches to supporting children are consistent e.g. signing is used well. Communication between staff is effective and adults were heard discussing strategies in order to best support individuals in the moment.   **Mealtimes:**   * Meal and snack times provide opportunities for social interaction, language development, and promote healthy eating habits, contributing to children's overall well-being. Children practised independent skills at the snack area and coped well within this area.Mealtimes are calm and nurturing. Intolerances are well identified and wells supported. Quality conversations between staff and children developed vocabulary.   **Staff Deployment:**   * Staff promote safety within the playroom. SIMOA approach was evident across all playrooms. Staff demonstrate vigilance and responsiveness to potential risks. Communication between staff members highlighted the ongoing focus on safety and reducing risk. * When accidents do occur, they are well managed due to effective communication between practitioners. * Staff between indoors and out communicate well to support transitions between indoor and out.   **Environment:**   * Outdoor learning environments are rich, stimulating, and offer a range of learning experiences. The outdoor spaces are well organised with challenging experiences for children. The team plan well for outside experiences. * The environment promotes children's independence and self-regulation, offering opportunities for them to make choices and take ownership of their learning experiences. * The adults and learning environment is responsive to children's interests and needs, sustaining their engagement and motivation over time. Children are actively engaged in a range of learning experiences. * The learning environment is well-organised and supports children's learning and development through accessible resources and thoughtful layout. The physical layout allows for free-flow play between indoors and out.   **Children’s Participation:**   * Children are actively involved in shaping their learning environment, with opportunities for them to contribute to decision-making processes and express their preferences and interests. * Visual prompts within most playrooms support children to follow routines independently. Boardmaker is effectively used and is consistent. * Children can talk about their play environment and are involved in decision making about the environment.   ***Areas for Improvement:***   * Continue to develop and enhance sensory-rich experiences within all playrooms, catering to diverse learning styles and preferences. * Continue to develop core provision to ensure that quality and richness of learning experiences is consistent across all playrooms. * Explore ways to further ways to expand outdoor learning opportunities and community engagement initiatives, responding to parent feedback and preferences. * Develop a summary overview sheet for care plan folders to facilitate easier identification of strategies and key information for staff. * Develop consistency and staff confidence in evidencing the golden thread of learning (i.e. learning linked through PLJs, learning walls/ floorbooks, planning etc). * Evaluate play spaces to ensure they reflect the diversity of the nursery population, incorporating materials, resources, and activities and displays that celebrate different cultures, languages, and abilities. | | | | | | | | | | | | | | |
| **Care Inspectorate - Strengths and Areas for Improvement** | | | | | | | | | | | | | | |
| * Children were happy and confident in their play, enjoying a good range of experiences in line with their needs and interests. * There were clear, individualised strategies in place for children who needed additional support, including family support programmes and input from other professionals. * Children's personal plans were improving and we encouraged staff to consider how they plan to meet the needs of all children as individuals. * Improvements had been made to the premises to offer all children high quality facilities that promoted positive outcomes and there were plans for further refurbishments in the near future. * Leaders had confidently led improvements in the service, consulting children and families, while empowering staff to make informed changes based on best practice. * The current staff team worked well together to ensure children were well supervised almost all of the time, while also offering individualised care and support to some children. * Ongoing instability in some parts of the staff team represented a risk to the sustainability of the improvements made. | | | | | | | | | | | | | | |
| **Consultation with Stakeholders** | | | | | | | | | | | | | | |
| Stakeholders have been involved in reviewing academic session 2023-2024 and have contributed to identifying priorities for Session 2024-2025. The ways in which we have consulted a variety of stakeholders includes:   * Staff evaluation throughout the academic session using frameworks and in-house self-evaluation process. * An annual questionnaire was shared with partner agencies. * Parent transition questionnaires are routinely shared at key points of transition (Sep, Feb and May). * Parent ‘Have you say’ questionnaires are shared via newsletter on a termly basis. * Parents have the opportunity to provide feedback within private Facebook groups. * Annual questionnaires are issued to all parents close to the end of each academic session. * Parents have been encouraged to contribute to playroom floor books which documents the progress of core provision developments. * Open door policy is adopted and compliments and concerns are captured on our spreadsheet with parental permission. * Parents are asked for feedback post parent chats/ review meetings. * Parents are asked to provide feedback on family learning groups. * The annual learning partnership features a parent and staff focus group which focusses on improvement priorities and areas for development. * Care Inspectorate questionnaires are issued to parents and staff at points of inspection- feedback is given to the service through verbal and written inspection feedback. * Children are consulted on a day to day basis and their voice is captured through daily responsive planning. * Children are supported by familiar adults who use visual queues to complete the annual Pupilwise survey. * Parents have the opportunity to provide general feedback on the service through the annual Parentwise survey. * Parents have the opportunity to provide general feedback on the service through the annual Staffwise survey. * Staff have the opportunity to engage with staff supervision sessions throughout the session. * Staff have the opportunity to engage with staff wellbeing reflections throughout the session. | | | | | | | | | | | | | | |
| **How is the SQR and IP shared with stakeholders?** | | | | | | | | | | | | | | |
| * The Improvement plan and standards and quality report are shared via social media term 1 and displayed on the nursery website at this time. * Priorities are summarised and shared in a concise form within the first newsletter of the academic session. * Termly ‘Have you say’ questionnaires which link to an improvement priority feature in our termly newsletters. We also provide QR codes for these questionnaires which are shared at drop off and collection. * Display boards are present in the main foyer areas at both buildings showcasing photographs of progress made against each priority. * Parent council representatives would be given a progress update at each meeting, there has however not been an uptake on parent council in recent sessions. | | | | | | | | | | | | | | |

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| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** | | | | | |
| **Quality Indicator** | **2021-2022** | **2022-2023** | **2023-2024** | **2024-2025** | **Inspection Evaluation**  *(since August 2023)* |
| **1.3 Leadership of change** | 5 Very Good | 4 Good | 4 Good | 4 Good | N/A |
| **2.3 Learning, teaching and assessment** | 5 Very Good | 4 Good | 4 Good | 4 Good | N/A |
| **3.1 Ensuring wellbeing, equity and inclusion** | 5 Very Good | 4 Good | 4 Good | 4 Good | N/A |
| **3.2 Securing children’s progress** | 5 Very Good | 4 Good | 4 Good | 4 Good | N/A |

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| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** | | |
|  | **2022-2023** | **2023-2024** | **2024-2025** |
| **How good is our care, play and learning?** | 3- Adequate | 4- Good |  |
| **How good is our setting?** | 3- Adequate | 4- Good |  |
| **How good is our leadership?** | 4- Good | 4- Good |  |
| **How good is our staff team?** | 3- Adequate | 3- Adequate |  |

**School/Setting Name:** Treetop Family Nurture Centre

**Headteacher**: Rachel Marshall

**Appendix B - Session 2024 -2025 Improvement Plan**

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| **Education Directorate Improvement Plan:** Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement | | | | | | | |
| **National Improvement Framework Priority:**   * Placing the human rights and needs of every child and young person at the centre of education. * Improvement in attainment, particularly in literacy and numeracy. | | | | | | | |
| **Focused Priority 1**  **Curriculum: Children are at the centre of curriculum design and development and staff adopt shared pedagogy promoting high quality learning and teaching.** | | | | | | | |
| **The National Standards for Early Learning and Childcare** | | **Care Inspectorate Quality Framework** | | **How Good is Our Early Learning and Childcare?** | | **Health and Social Care Standards** | |
| **Criteria 4**  The appointed Early Learning and Childcare setting will have effective, collaborative self-evaluation, as part of a wider quality assurance approach. | | 3.1 Quality assurance and improvement are led well | | 1.1 Self-evaluation for self-improvement  1.3 Leadership of change  1.5 Management of resources to promote equity | | 4.6 , 4.7 , 4.8 , 4.11 , 4.19 , 4.20 , 4.21 | |
| **Expected Impact** | **Strategic Actions Planned** | | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | | **Timescales** |
| Children are supported and challenged within a nurturing environment by staff who have a shared vision.  Children’s learning is planned for individually and responsive to their needs and stage of development.  Children are supported by staff who are knowledgeable about progression of learning within literacy.  Children are supported by adults who track and monitor progression in learning effectively and consistently. | Vision Values and aims will be reviewed.  Develop a continuum of support specific to Treetop FNC.  Professional learning sessions focussing on learning development pathways and staff will use these to inform planning for literacy specifically.  Introduce Peer PLJ monitoring. | | HT (Lead)  All stakeholders contribute  HT, DHoCs and PT  PT  EYOs | | Stakeholder questionnaires  Wider Achievement Trackers/displays  PLJs, Care Plans, Child’s Plans, Summary of Supports  Monitoring of PLJs, Monitoring of Planning, Staff feedback though questionnaires  Peer PLJ monitoring records  PLJ Monitoring by SLT  Staff professional learning floorbooks | | November INSET  Term 2  Term 2  Term 3  November INSET- termly thereafter |
| **Ongoing Evaluation** | | | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | | | |

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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 and young people | | | | | | |
| **Focused Priority 2**  Developing a literacy rich play environment. | | | | | | |
| **The National Standards for Early Learning and Childcare** | | **Care Inspectorate Quality Framework** | **How Good is Our Early Learning and Childcare?** | | **Health and Social Care Standards** | |
| **Criteria 2**  The appointed Early Learning and Childcare Setting will demonstrate an ability to support outcomes for children in relation to all aspects of their development. | | 1.3 Play and Learning | 2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Securing children’s progress | | 1.27  2.27  3.13 | |
| **Criteria 3**  The appointed Early Learning and Childcare Setting will have the right physical infrastructure, both indoors and outdoors, to improve outcomes for children. | | 2.1 Quality of the setting for play and learning  2.2 Children experience high quality facilities | 1.4- Leadership & Management of practitioners  1.5- Management of resources to promote equity  2.2- Curriculum  2.3- Learning, Teaching and Assessment  3.3 Developing creativity and skills for life and learning | | 1.25 ,1.32 , 2.24 , 2.27 , 5.1 , 5.2 , 5.3 ,5.4 , 5.5 , 5.6 , 5.11 , 5.16 , 5.17 ,5.18 , 5.19 , 5.20 , 5.21 , 5.22 | |
| **Expected Impact** | **Strategic Actions Planned** | | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | | **Timescales** |
| Children are supported by adults who ensure that interactions, experiences and spaces offer a broad range of opportunities to develop literacy skills.  Children’s language and communication is supported and challenged effectively and consistently.  Well timed and sensitive interactions make children feel safe, secure and promote learning.  Children’s literacy skills are promoted through regular opportunities to explore sound, rhythm and rhyme.  Children will play in an environment that promotes listening and talking, reading and writing.  Home learning inks are created to further support literacy skills and development | Staff will engage in professional learning using the SEIC literacy resource to explore:   * Sensory motor and motor development * Relating to others and early language development * Play and creativity in becoming a symbol maker and user * Importance of sound rhythm and rhyme * Print awareness and reading.   Re-visit the communication handbook and re-establish ‘High 5’ strategies as a universal tool.  Staff will engage with professional learning sessions on ‘Quality interactions’ focussing on higher order questioning.  Staff will engage with professional learning Kodaly sessions  Staff will become familiar with the literacy rich environment tool (from Up Up and Away) and use this to audit and plan for a literacy rich environment.  Establish Peep stay and play sessions that focus specifically on literacy skills | | HT  PT  SALT (TBC)  SEYOs  PT, EYOs x 2 (Charlene and Lisa)  PT, SEYOs x 4  Peep Practitioners  SFW- overview? | Staff questionnaires  Staff leaning consultations  Peer PLJ monitoring  eLIPs data  Direct Observations including; interactions, STEW Subscale 3; supporting and extending language and communication  Pre/post staff questionnaires  Parental comments from literacy peep sessions  Staff floorbooks /exit passes  Literacy rich environment tool  Staff professional learning floorbooks  Peep stay and play attendance figures and Parental feedback | | Ongoing throughout the year  November INSET  November INSET- workshop format  Train the Trainer sessions- Sep and Nov. All staff training Nov INSET and Dec development sessions.  Feb INSET  Termly (different focus each term) |
| **Ongoing Evaluation** | | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation`** | | | | | | |

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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 and young people | | | | | | |
| **Focused Priority 3**  Children’s progress in learning. | | | | | | |
| **The National Standards for Early Learning and Childcare** | | **Care Inspectorate Quality Framework** | **How Good is Our Early Learning and Childcare?** | | **Health and Social Care Standards** | |
| **Criteria 6**  The appointed Early Learning and Childcare setting will ensure equality of access for, and account for the varying needs of, all children. | | 1.1 Nurturing care and support | 2.4 Personalised support  2.6 Transitions  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion | | 1.1 , 1.2 , 1.6 , 1.29 , 2.2 , 2.3 , 2.9 , 3.14 , 4.2 , 4.16 , 4.18, 4.23 | |
|  | |  |  | |  | |
| **Expected Impact** | **Strategic Actions Planned** | | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | | **Timescales** |
| Children are supported by adults who understand their individual interests and needs.  Children form secure attachments with adults who are available, sensitive and warm.  Children’s progress over time is clear and evidenced across the BGE.  Children are supported by adults who understand the impact of childhood trauma on development and progress.  Children’s needs are met through effective and accurate identification of appropriate strategies.  Children achieve a range of learning experiences within their local community throughout their nursery experience.  Planned experiences are developmentally appropriate and tailored to meet all children learning needs.  Children are supported by adults who understand their children’s key progress in learning. | Re-design and implement a system which captures information about what is important to every child.  Staff will engage with professional learning sessions focussing ‘Quality interactions’ and leading learning through natural forming groups.  Staff will become familiar with how to track children’s progress across the BGE (Progress tracking system).  Staff will engage with professional learning sessions focussing on trauma informed practice.  Staff will engage with professional learning sessions focussing on the identifying stages tool from ‘Up Up and Away’ document.  Promote wider learning experiences through introduction of 50 ways to wellbeing as a universal tool.  Revise planning format.  Peer PLJ monitoring. | | All Staff  SEYOs  PT  HT  Trauma Lead (Andrea/ Sabrina)  PT  SEYOs x 4  SFWs x2  All Staff  All Staff | Care Plans  Key Group Floor Books  What Matters to Me Sheets?  Direct Observation (SLT)  Learning Consultations  Leuven’s Data  Progress Tracker/ In-House trackers  Staff feedback in professional learning floor books  Monitoring of Care Plans  Direct Observations; STEW Subscale 3 Supporting and extending language and communication  CIRCLE documents for individual learners.  Tracker for 50 ways in Fife  Monitoring of planning | | Training on Progress- Term 1 (TBC)  Throughout year  Sep 2024  Nov 2024  Throughout the year  Term 1  Termly |
| **Ongoing Evaluation** | | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation`** | | | | | | |