



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Communities and Education Directorate

Largs Early Years Centre

Improvement Plan

2024-2025



Vision, Values and Aims

Largs Early Years Centre will provide a welcoming, safe, secure, nurturing environment that offers high quality early learning and childcare. We acknowledge each child is unique and therefore plan a tailored based approach to meet the needs of our individual children and families within our local community.

Our Main aims are:

- To provide an inspiring environment indoors and outdoors which motivates children to be happy and excited to learn, ensuring they reach their full potential.
- To promote the children's confidence, self-esteem, creativity and Independence through offering a wide range of choices in a fun play based approach.
- To promote inclusion and equality ensuring children's individual needs and learning is celebrated and supported.
- To engage with parents in a meaningful way to support their child's development and learning at home and within the centre.
- To provide opportunities for staff for life- long learning and to further develop their skills, qualities and knowledge to confidently provide a quality curriculum.
- To provide a nurturing ethos which promotes positive relationships for all our children, families, staff and wider partners which includes mutual respect.

Our parents, children and staff were involved in identifying values for our centre. The values are: **Kind, Learning, Caring and Inclusive**. We ensure these values are brought to life within the centre and that everyone understands them.

EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2023/4 – 2025/6

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead.



PRIORITY 1

Strategic Objective:

Improvement in the children's health & wellbeing with a focus on the SHANNARRI wellbeing indicators

Highlight your KEY drivers for this improvement priority

<u>Service Priorities</u>	<u>HGIOS ELC</u>		
<ol style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills & sustained, positive school-leaver destinations for all young people. Improvement in children & young people's health & wellbeing Placing human rights & needs of every child & young person at the centre of education 	<ol style="list-style-type: none"> Self-evaluation for self-improvement Leadership of learning Leadership of change Leadership of management of practitioners Management of resources to promote equity 	<ol style="list-style-type: none"> Safeguarding & Child Protection Curriculum Learning, teaching & assessment Personalised Support Family Learning Transitions Partnerships 	<ol style="list-style-type: none"> Ensuring wellbeing equality and inclusion Securing children's progress Developing creativity and skills for life and learning
<u>NIF Drivers of Improvement</u>	<u>Care Standards - Care Inspectorate Quality Indicators</u>		
<ol style="list-style-type: none"> School & ELC Leadership Teaching & Practitioner Professionalism Parent/carer involvement & engagement Curriculum & Assessment School & ELC Improvement Performance Information 	<ol style="list-style-type: none"> Nurturing care and support Children are safe and protected Play and learning Family engagement Effective transitions 	<p><i>Applicable within all early years settings</i></p> <ol style="list-style-type: none"> Quality of the session for care, play and learning Children's experience high quality facilities Quality assurance and improvement are led well Leadership of play and learning Leadership and management of staff and resources <ol style="list-style-type: none"> Staff skills, knowledge and values Staff recruitment Staff deployment 	

Rationale for Change

- Staff have worked well to encourage and support the children to develop their skills through our Eco Schools and UNCRC work.
- Parents and local partners have been engaged in supporting the Eco schools program and have begun to share and work with the wider community.
- Parents have reported their children's independence has improved and their awareness of environmental impact through recent questionnaires.

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2024-25

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>
Children will be able to confidently talk about the wellbeing indicators	<p>Revisit and use the SHANARRI wellbeing indicators with the children in a meaningful way. (Play Scotland)</p> <p>Staff will make links for the children through PAtHs sessions / small groups e.g. Safe Stella / Responsible Robbie</p>	<p>Sep 24 – June 25</p> <p>SMT & All staff</p>	<p>Observations of the children using the language in context.</p> <p>Children’s views gathered via floor book on their understanding of indicators.</p> <p>Staff feedback/ observations on progress/ language used by the children.</p>	
The children will become familiar with the SIMOA mascot and use the resource to identify learning about being safe.	<p>Staff will use the SIMOA campaign (share at in service day) materials to support and develop good safe practices when outdoors.</p> <p>A SIMOA Mascot will be purchased to use on all outings. This will provide a visual and support children involvement in risk assessments and greater responsibility.</p>	<p>Aug – Dec 24</p> <p>All staff</p>	<p>Through playroom observations and data gathered on children’s understanding.</p> <p>Small children’s focus group to gather feedback.</p> <p>Parental Questionnaires/feedback</p>	
The children will develop a greater understanding of reducing, reusing and recycling and become responsible citizens	<p>Through the Eco School work continue to develop the children independence and promote the four capacities. E.g Responsible Robbie</p> <p>Through our working party continue to work with the wider community and partners on Eco topics to raise awareness.</p>	<p>Sep – June 25</p> <p>Eco leads & All staff</p>	<p>Eco evidence folder will gather feedback throughout the year on progress made against the plans.</p> <p>Evaluation slips / questionnaires feedback from partners and parents.</p> <p>Floor book evidence</p>	

PRIORITY 2

Strategic Objective:

To further embed and develop our UNCRC work into our all our policies and practice.

Highlight your KEY drivers for this improvement priority

Service Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. **Improvement in children & young people's health & wellbeing**
5. **Placing human rights & needs of every child & young person at the centre of education**

HGIOS ELC

- | | | |
|--|---|---|
| <ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership & management of practitioners 1.5 Management of resources to promote equity | <ol style="list-style-type: none"> 2.1 Safeguarding & Child Protection 2.2 Curriculum 2.3 Learning, teaching & assessment 2.4 Personalised Support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships | <ol style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing children's progress 3.3 Developing creativity and skills for life and learning |
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NIF Drivers of Improvement

1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. **Curriculum & Assessment**
5. **School & ELC Improvement**
6. Performance Information

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

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|---|--|--|---|
| <ol style="list-style-type: none"> 1.1 Nurturing care and support 1.2 Children are safe and protected 1.3 Play and learning 1.4 Family engagement 1.5 Effective transitions | <ol style="list-style-type: none"> 2.1 Quality of the session for care, play and learning 2.2 Children's experience high quality facilities | <ol style="list-style-type: none"> 3.1 Quality assurance and improvement are led well 3.2 Leadership of play and learning 3.3 Leadership and management of staff and resources | <ol style="list-style-type: none"> 4.1 Staff skills, knowledge and values 4.2 Staff recruitment 4.3 Staff deployment |
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Rationale for Change

- The children have played an active role within the UNCRC work and now take more responsibilities within the centre.
- The UNCRC leads have made great connections across the campus and have been working collaboratively. We want to continue to build on this work across the locality.
- Staff have adapted child friendly resources and home links. Parents have reported their children can confidently talk about their rights at home. We are keen to look at more resources and strategies continue to make the rights more child friendly.

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2024-25

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress
<p><i>Specifically, what will change for our learners?</i></p>	<p><i>How will we achieve this? What do we plan to do?</i></p>	<p><i>What are our timescales? Who will lead?</i></p>	<p><i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i></p>	<p><i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i></p>
<p>Children will further develop their awareness of their rights and effectively contribute their thoughts and ideas.</p>	<p>Staff will continue to work collaboratively with partners within our community to showcase and share the work of the centre.</p> <p>Regular discussions at In Service days for whole team to be involved. Plans to upskill staffs knowledge and awareness of the language used.</p> <p>A plan for the year will be developed in consultation with the children, staff and parents to link with the UNCRC annual calendar cross reference with Shanarri indicators)</p>	<p>Sep 24 – June 25</p> <p>UNCRC Leads</p>	<p>Collate and gather feedback from all stakeholders.</p> <p>The UNCRC floor book will provide evidence of the children’s ideas and involvement.</p> <p>Application evidence for Bronze award</p> <p>Reflective accounts from staff</p>	
<p>The children will benefit from consistent approaches and practice from staff and parents</p> <p>Children will be supported at home to become more aware of their rights.</p>	<p>Through staff In Service days consult and gather ideas for child friendly resources.</p> <p>Create more child friendly resources which can be used meaningfully in the centre and at home</p> <p>Provide workshops and information for parents on UNCRC rights and home learning resources.</p>	<p>Sep 24 – June 25</p> <p>UNCRC Leads, SMT & all staff</p>	<p>UNCRC evidence folder and floor books will show ideas/ progress and impact of resources.</p> <p>Feedback from parental workshops/ questionnaires.</p> <p>Staff pre and post evaluation</p>	

PRIORITY 3

Strategic Objective: To review and refine systems and process which will improve data collection and improve the learning and teaching.

Highlight your KEY drivers for this improvement priority

Service Priorities

- 5 **Improvement in attainment, particularly in literacy and numeracy**
- 6 **Closing the attainment gap between the most and least disadvantaged children and young people**
7. Improvement in skills & sustained, positive school-leaver destinations for all young people.
8. Improvement in children & young people's health & wellbeing
9. Placing human rights & needs of every child & young person at the centre of education

- 1.1 **Self-evaluation for self-improvement**
- 1.2 **Leadership for learning**
- 1.3 Leadership of change
- 1.4 Leadership & management of practitioners
- 1.5 Management of resources to promote equity

HGIOSO & HGIOS ELC

Language specific to HIGIOELC is in green

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|--|--|
| 2.1 Safeguarding & Child Protection | 3.1 Ensuring wellbeing, equality and inclusion |
| 2.2 Curriculum | 3.2 Securing children's progress |
| 2.3 Learning, teaching & assessment | 3.3 Developing creativity and skills for life and learning |
| 2.4 Personalised Support | |
| 2.5 Family Learning | |
| 2.6 Transitions | |
| 2.7 Partnerships | |

NIF Drivers of Improvement

School & ELC Leadership

7. Teaching & Practitioner Professionalism
8. Parent/carer involvement & engagement
9. **Curriculum & Assessment**
10. School & ELC Improvement
11. Performance Information

- 1.1 Nurturing care and support
- 1.2 Children are safe and protected
- 1.3 Play and learning
- 1.4 **Family engagement**
- 1.5 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- | | | |
|--|---|---|
| 2.1 Quality of the session for care, play and learning | 3.1 Quality assurance and improvement are led well | 4.1 Staff skills, knowledge and values |
| 2.2 Children's experience high quality facilities | 3.2 Leadership of play and learning | 4.2 Staff recruitment |
| | 3.3 Leadership and management of staff and resources | 4.3 Staff deployment |

Rationale for Change

- The staff team have engaged in a range of moderation activities over the last year building their confidence.
- They have engaged in discussions around pace and challenge and made slight changes to our planning and recording.
- Due to changes there is a need to streamline all paperwork including new self-evaluation/ monitoring forms. This will need to be more manageable and beneficial to build staff capacity.

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress
<p><i>Specifically, what will change for our learners?</i></p>	<p><i>How will we achieve this? What do we plan to do?</i></p>	<p><i>What are our timescales? Who will lead?</i></p>	<p><i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i></p>	<p><i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i></p>
<p>Children's progress can be clearly seen and understood. They will benefit from more staff interactions.</p>	<p>In consultation with staff review and make changes to our planning processes.(reducing paperwork)</p> <p>Implement a termly tracking milestones form (3-5). Skills based (2-3s)</p>	<p>Aug 24 – June 25</p> <p>SMT & All staff</p>	<p>Regular monitoring & audits of special books/ profile will show progress.</p> <p>SMT and the EEL will gather data / children's progress from termly tracking information.</p>	
<p>Our children will have a variety of opportunities to use and benefit from digital technology.</p>	<p>Audit current practice around digital technology. Purchase new resources.</p> <p>Create and develop a new digital technology policy.</p> <p>Review and develop appropriate platforms for staff, children and parents to access. E.g. Glow blog</p>	<p>SMT & Digital lead</p> <p>Dec 24 – June 25</p>	<p>Compare audit forms and use this information to make improvements.</p> <p>Gather feedback from parents & staff using the different platforms.</p>	
<p>Children will benefit from effective monitoring systems to ensure they receive high quality learning.</p>	<p>We will create and implement a new monitoring / self-evaluation systems.</p> <p>Regular audits of medical plans. Allergens will be introduced</p> <p>Our EEL will share data sources and be involved in termly tracker (role model with staff).</p>	<p>Aug 24 – June 25</p> <p>SMT</p>	<p>Monitoring /self-evaluation forms will show clear next steps for improvement/change.</p> <p>Audits will show strengths and areas for improvement.</p>	

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School/EYC Improvement Plan 2024-25