

# Early Years – Improvement Planning Document

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Establishment Name:

Hillend Children Centre

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Signatures:

Head of Establishment	Lesley O'Hagan	Date	June 2021
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Quality Improvement Officer	Linda Wilkie	Date	June 2021
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## Our Values

### WISDOM

We achieve this through all staff and children making sensible judgements and decisions based on their knowledge and experiences



### COMPASSION

We do this through being caring and respectful to others and to support and encourage children and staff to be the best they can be



### INTEGRITY

The service is a calm relaxed environment where children play and join in a wide range of activities and experiences of which all are included



### JUSTICE

We do this through children having a voice, being listened to and their opinions valued. If children or staff make a mistake this is something we learn from

# Our Vision



## Our aim is to do this by:

Staff being - caring,  
motivated, dedicated,  
committed, sincere, honest,  
experienced and leadership  
of own key group

Effectiveness of service

Working in partnerships  
with parents

High level care

Continuous staff training

Monitoring individual  
progression

Resources

Team around the child

Communication

Achieving these aims will result in us being successful in delivering a child centred, individual,

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## 3 Year Overview of Priorities

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The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2021-2022

Session 2022-2023

Session 2023-2024

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Overview of rolling three year plan

	Session 2021/22	Session 2022/23	Session 2023/2024
Improvements in attainment, particularly in literacy and numeracy	Self-evaluate our current literacy and numeracy programmes and use budget to close any gaps in resources and create a single vision on how literacy and numeracy will be embedded naturally as we return to our refurbished establishment.	Use knowledge gained from digital training to create home learning processes in literacy and numeracy using technology	Re-establish fully our workshops and learning support for parents so as they can support their children as life-long learners through having good curriculum knowledge and building parents confidence and capacity as learning support for their children.
Closing the attainment gap between the most and least disadvantaged children	On return to our refurbished establishment we will have a safe and stimulating environment both indoors and outdoors that will support children to be able to engage naturally through play to achieve a broad curriculum and reach their potential.	Further enhance very good learning in our outdoor areas for all playrooms using staff's research and self-evaluation to lead our next steps.	Research and evaluate our current service delivery with regards to the importance of <b>nurture</b> for the development of wellbeing from the 6 nurture principles and create an action plan to enhance our practice further.
Improvement in children and young people's health and wellbeing	Create a total communication environment that supports children's understanding of all areas both indoors and outdoors through the use of alternative signage methods.	Having implemented our wellbeing trackers for two years self-evaluate and ensure these are reflecting the broad learning opportunities that children experience in their formal years at nursery.	Through research, implement relevant opportunities to support children to be resilient, problem solve and plan in a range of situations.
Improvement in employability skills and sustained positive school leaver destinations for all young people	Our learning environments will be supported by staff with increased knowledge in implementing a range of digital experiences and opportunities that will support children to gain new skills using technologies.	Re-establish our sustainability programme starting with soup making post COVID 19.	Re-establish our sustainability further by using our own growing our own produce establishing planting to plate in our soup-making

<b>Priority 1</b> Improvements in attainment, particularly in literacy and numeracy		
<b>NIF Driver</b> Parental engagement Assessment of children's progress Performance information	<b>HGIOELC?</b> 1.2 Leadership of learning 2.3 Learning, teaching and assessment 3.2 Securing Children's progress 2.2 Curriculum	<b>RRS</b> Article 28: (Right to education):

<b>Expected outcomes for learners which are measurable or observable</b>
Self-evaluate our current literacy and numeracy programmes and use budget to close any gaps in resources and create a single vision on how literacy and numeracy will be embedded naturally as we return to our refurbished establishment.

<b>Tasks to achieve priority</b>	<b>Timescale and checkpoints</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
Room teams will look at their new playrooms and layouts and set up a relevant environment that is safe and allow children to experience broad range of relevant learning.	August 2021	Room teams	Time, planning meetings,
Coop team for literacy and numeracy will self-evaluate playrooms for appropriate cross-curriculum opportunities throughout the room and feedback to staff of areas of good practice and areas that require to be adapted to ensure	October 2021	Coop Team	Time, diary, observations, self evaluation, planned meetings for professional dialogue

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
all cross cutting themes are within all areas of all aspects of the broad curriculum.			
Cross cutting themes lead staff will look at areas of the playrooms and identify areas of our cross curricular programmes, as part of their corporate working that can not naturally be achieved within the playroom, where possible areas will be adapted to allow children to do this naturally and any aspects of our programmes that cannot be naturally done will be planned for.	January 2022	Coop Team for specific area	Time, HGIOELCC, paper, pens, professional dialogue
Our learning assistants have researched good observation practice and will deceminate their learning across the workforce.	December 2021	Teaching assistants	Presentation, time, space, SMT support

Evidence of Impact
<ul style="list-style-type: none"> <li>• Our tracking and monitoring will show children’s progress in literacy and numeracy</li> <li>• Our trackers will identify children who require to be challenged or supported to ensure they reach their potential</li> <li>• Our curriculum experts will mentor and coach all of our new staff in processes to ensure continuity in curriculum delivery for all children</li> <li>• Our new staff will join one of our co-op teams and will be developed and mentored into becoming one of our curriculum experts in curriculum areas.</li> </ul>

<b>Priority 2</b> Closing the attainment gap between the most and least disadvantaged children		
<b>NIF Driver</b> Closing the attainment gap between the most and least disadvantaged children	<b>HGIOELC?</b> 2.3 Learning, teaching and assessment 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion 2.5 Family learning	<b>RRS</b> Article 28: (Right to education): Article 29 (Goals of education):

<b>Expected outcomes for learners which are measurable or observable</b>
On return to our refurbished establishment we will have a safe and stimulating environment both indoors and outdoors that will support children to be able to engage naturally through play to achieve a broad curriculum and reach their potential.

<b>Tasks to achieve priority</b>	<b>Timescale and checkpoints</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
Senior Management Team will create timetables that will allow staff in line with the new 1140 hours to plan, have staff meetings and reembed coop teams to enhance staff knowledge and improve service deliver.	September 2021	SMT	Time, space, timetable, meetings with teams
Staff will risk assess all aspects of our new refurbished environment and update all relevant procedures.	September 2021	Senior EYECO lead teams	Blank risk assessments, policies and procedures,

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Working group will create an action plan for outdoors.	October 2021	Cooperative team	Time, space,
Train new staff in Realising the Ambition, Being Me as a philosophy of our practice.	December 2021	Staff team	Time, space, presentation, RTABE document
Staff to embed Froebel’s key principles into practice on returning to our refurbished establishment.	September 2021	Coop Team to support all staff	Time, space, resources, staff,

Evidence of Impact
<ul style="list-style-type: none"> <li>• We will have relevant up-to-date risk assessments that will ensure that our nursery will be safe and secure for all clients that use the service.</li> <li>• There will be a robust timetable that will identify when staff will meet to plan, cooperative teams will be re-established and take forward aspects of improvement of the service. This will be recorded in a chronology.</li> <li>• Our outdoor areas will provide a stimulating and rich environment where children will be able to play and learn.</li> <li>• New staff will be mentored and coached to support them to understand and demonstrate the skills gained</li> <li>• Our nursery will embed Froebel’s key principles naturally within our practice.</li> <li>• Children’s tracking will inform how our learning and teaching processes are impacting on children’s learning reflecting individual staff groups achievements, SMID location, gender to show that our teaching is relevant to children.</li> </ul>

<b>Priority 3</b> Improvement in children and young people's health and wellbeing		
<b>NIF Driver</b> Parental engagement Assessment of children's progress Performance information	<b>HGIOELC?</b> 3.1 Ensuring wellbeing, equality and inclusion 1.4 Leadership and management of practitioners 2.4 Personalised support 2.5 Family learning	<b>RRS</b> Article 28: (Right to education):

<b>Expected outcomes for learners which are measurable or observable</b>
Create a total communication environment that supports children's understanding of all areas both indoors and outdoors through the use of alternative signage methods

<b>Tasks to achieve priority</b>	<b>Timescale and checkpoints</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
Consult with principle Teacher for ICOS to create signage that links to Inverclyde Council's autistic friendly community.	October 2021	ICOS, Garvel, Depute Head,	Boardmaker, computer, printer, time, sense scotland

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Research companies who could create our signs using a range of mediums before. consulting with staff to choose the material and signs that we will use.	December 2021	Hillend Children Centre staff	Budget, boardmaker, BSL signs, objects of reference, braille samples of signs
Re-establish our integration across the service post COVID.	October 2021 pending COVID 19	Hillend Children Centre staff	Coop teams, planning meetings, time, programme, staff

Evidence of Impact
<ul style="list-style-type: none"> <li>• signage will be visible throughout the nursery</li> <li>• Staff and children will be able to use signage to understand their environment</li> <li>• Children will be able to link timetables or signs to areas, follow instructions to understand their routine</li> <li>• There will be an agreed consistent approach to the service linked to relevant community signs that will support children within and beyond their setting.</li> </ul>

<b>Priority 4</b> Improvement in employability skills and sustained positive school leaver destinations for all young people (Please refer to QI 3.3 Creativity, skills for life and learning and digital skills)		
<b>NIF Driver</b> Assessment of children's progress School leadership	<b>HGIOELC?</b> 1.5 Management of resources to promote equity 3.2 Securing Children's progress 3.3 Developing creativity and skills for life 2.2 Curriculum	<b>RRS</b> Article 28: (Right to education):

<b>Expected outcomes for learners which are measurable or observable</b>
Our learning environments will be supported by staff with increased knowledge in implementing a range of digital experiences and opportunities that will support children to gain new skills using technologies

<b>Tasks to achieve priority</b>	<b>Timescale and checkpoints</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
10 staff will complete Pete Moorhouse training on woodwork.	June 2022	10 staff	Training/presentation, dates of training
Digital team will create an action plan to develop staff's skills of digital learning.	August 2021	Stacey and Fiona	Computer, time, paper
Resources purchased will be used appropriately to support trained learning and teaching by trained staff.	August 2021	All staff within playrooms	Resources, time, space, training

**Evidence of Impact**

- Staff will have the knowledge and confidence in embedding Inverclyde Councils' woodwork programme with children.
- All staff will increase their skills in using a range of digital technologies and processes which will support children to engage in experiences and learn new skills.
- Woodwork booklet to be published by Corporate (COMS) and will be shared across all early years services to support the implementation of woodwork in a safe and relevant manner.