

Early Years – Improvement Planning Document

Establishment Name:

Larkfield Early Learning Centre

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Signatures:

Head of Establishment	Dorothy McCormack	Date	July 2021
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Quality Improvement Officer	Linda Wilkie	Date	July 2021
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Our Vision, Values and Aims

Our Vision for Larkfield Children's Centre:

At Larkfield Early Learning Centre we foster a fun, happy and safe environment for our children and staff. We prioritise positive relationships through a nurturing pedagogy, ensuring that children are respected and feel loved. We embrace outdoor play, where every child is included and encouraged to lead their own learning.

We aim to carry out our vision by:

- *Providing a safe, caring and motivating learning environment.*
- *Providing fun and relevant learning experiences that allow children to engage in their learning.*
- *Promoting positive nurturing relationships creating attachments with children, families and other agencies.*
- *Communicate effectively working in partnership with parents and families during their journey at nursery, ensuring they are active participants in their child's learning.*
- *Working effectively as a team to ensure high quality care and learning is delivered whilst being committed, knowledgeable and enthusiastic.*
- *Provide free flow access to high quality outdoor play experiences where children are encouraged to risk assess and make their own judgements through their play*
- *Providing the best possible support and outcomes for all our families within our service and in the community*
- *Create a motivating environment where our children can flourish and grow, reaching their unique potential.*
- *Ensuring parents are involved and engaged in all aspects of their child's learning.*

3 Year Overview of Priorities

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 2020-2021

Session 2021-2022

Session 2022-2023

Overview of rolling three year plan

	Session 2020/2021	Session 2021/2022	Session 2022/2023
Improvements in attainment, particularly in literacy and numeracy	Revisit the use of progression pathways in literacy and numeracy for new and existing staff members.	SLT to develop systems to increase attainment and upskill staff in literacy and numeracy with a particular focus on outdoor learning.	Moderation to continue with cluster schools and centres to support staff with professional judgement.
Closing the attainment gap between the most and least disadvantaged children	Develop system to track data on children's progress using termly developmental check-children.	Develop procedures to track children's progress for all children ensuring high quality learning with a particular focus on SIMD 1&2.	
Improvement in children and young people's health and wellbeing	Develop the environment that enables children to explore their wellbeing and emotions.	Further develop the children, staff and parents understanding and benefits on quality, rich free flow outdoor learning.	Embed the PATHS programme to ensure that we are meeting the needs of all children.

<p>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)</p>	<p>Continue to consult with children and families to improve the centre.</p>	<p>Improve systems to ensure children, staff and families have confidence in being able to communicate in an effective and clear manner to support progress and change.</p>	<p>Enhance the outcomes for children through the use of digital resources.</p>
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Action Plan – Session 2021 - 2022

<p>Priority 1 Improvements in attainment, particularly in literacy and numeracy SLT to develop systems to increase attainment and upskill staff in literacy and numeracy with a particular focus on outdoor learning.</p>		
<p>NIF Driver Assessment of children's progress Parental engagement Teacher professionalism</p>	<p>HGIOELC? 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Securing Children's progress 2.7 Partnerships</p>	<p>RRS Article 12 (Respect for the views of the child): Article 28: (Right to education):</p>
<p>Expected outcomes for learners which are measurable or observable</p>		
<ul style="list-style-type: none"> • Attainment data shows improvement in literacy and numeracy outdoors • Confident staff in delivery and understanding of literacy and numeracy outdoors • Staff working collegiately to achieve the same targets/outcomes for all children • Increase staff confidence in using information gathered to inform children's Progression Pathways 		

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Develop staff knowledge and practice in using the natural environment as a learning resource in the new outdoor learning environment.	August 2021 ongoing	All staff	All staff will be involved in visits to local authority nursery outdoor areas (Following COVID guidelines) Staff opportunities to visit nurseries in other authorities with high quality outdoor learning environments.
1.2 Staff engage with early level literacy benchmarks.	August 2021	SLT All Staff Teacher/Graduate	Staff discussions will evaluate literacy benchmark statements during In-service training day to ensure a clear and consistent approach within the new establishment.
1.3 Staff engage with early level numeracy benchmarks.	August 2021	SLT All Staff Teacher/Graduate	Staff discussions will evaluate numeracy benchmark statements during In-service training day to ensure a clear and consistent approach with the whole staff team.
1.5 Additional members of staff to be upskilled in the Froebelian Approach to Learning Outdoors.	August 2021	Cheryl Houston Emma Henderson Megan Cunningham	Some staff undertaking the Froebelian Approach to learning. This will enable them to support staff by enhancing and role modelling practice.

Evidence of Impact		
<ul style="list-style-type: none"> • Data gathering to measure impact on children's progression on literacy and numeracy outdoors • Staff / Parent's / Children feedback • Quality moderation and professional dialogue between staff to ensure progression and depth of learning • Staff literacy and numeracy skills enhanced to ensure high expectations of all learners • SLT observations of staff using the natural environment as a learning resource • Positive parental engagement 		
Priority 2 Closing the attainment gap between the most and least disadvantaged children Develop procedures to track children's progress for all children, ensuring high quality learning with a particular focus on SIMD 1&2.		
NIF Driver School leadership Performance information Assessment of children's progress	HGIOELC? 3.2 Securing Children's progress 2.3 Learning, teaching and assessment 2.7 Partnerships	RRS Article 12 (Respect for the views of the child): Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • All children to make appropriate progress and development with particular focus on children in SIMD 1 & 2 and CP • Children's attendance will be tracked monthly and procedure in place to enhance their attendance • Parents, feel welcome and included to work collaboratively with staff to enhance their children's learning (Following COVID guidelines) • All visitors and outside agencies feel welcome and included to work collaboratively with staff to enhance their children's learning (Following COVID guidelines)

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 All staff aware of all individual children and family's needs with a focus on SIMD 1 & 2 children	August 2021	SLT & Staff Family Support Worker	Staff develop knowledge and understanding of SIMD and ensure suitable systems are in place to clearly identify and close the attainment gap Regular support offered for all families from Family Support Worker
1.2 Revisit care plan procedures and guidance for existing/new staff to work alongside parents to set achievable targets and goals	Termly	SLT & Staff	Children's progress monitored and tracked to improve outcomes for children Staff will review and update paperwork in order to ensure paperwork is relevant and effective
1.3 SLT will monitor and discuss with keyworkers children's individual targets and progress	Termly	SLT & Staff	Professional dialogue with keyworkers Develop and produce new tracking system across all playrooms

Evidence of Impact
<ul style="list-style-type: none"> • Data gathering to measure attendance • Data gathering to measure progress • Parental questionnaire / feedback • Termly evaluation

- Professional dialogue for staff and external agencies
- Completion of care plans between keyworkers and parents

Priority 3 Improvement in children and young people's health and wellbeing
Further develop the children, staff and parents understanding and benefits on quality, rich free flow outdoor learning.

<p>NIF Driver School Improvement Parental engagement Choose an item.</p>	<p>HGIOELC? 1.3 Leadership of change 2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion</p>	<p>RRS Article 12 (Respect for the views of the child): Article 31 (Leisure, play and culture):</p>
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Expected outcomes for learners which are measurable or observable

- Staff have an increased knowledge of developing children's health & wellbeing through outdoor learning
- Embed outdoor learning into curriculum planning / daily routine
- Children will have the choice to move between the indoor and outdoor environments
- Access to a range of high quality outdoor play and learning opportunities throughout the year

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Contact Health & Safety Officer / Clerk of works for guidance on introducing free flow play at Larkfield Children's Centre	August 2021	SLT	Outdoor Risk Assessment Review Health & Safety Procedure Outdoor Play Policy & Procedure Fire Safety Policy & Procedure

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.2 Raise parents awareness of the benefits of outdoor play and how it has an impact on children’s wellbeing, attendance and attainment	August 2021	SLT, Staff And Parents	Parents workshop on the importance of Outdoor Play (Following COVID guidelines) Information leaflets produced for parents
1.3 Consult with parents, children and staff on the development of the outdoor learning environment	Ongoing	SLT & Staff Parents & Children	Parents questionnaire Consultation with children using visuals Consultation and involvement with parents
1.4 Consult and involve the local community in the development of the outdoor learning environment	Ongoing	SLT & Staff Parents, Children and local community	Open Day (COVID guidance permitting) Consultation with the local community on the outdoor learning environment Local community questionnaires
1.5 Develop the quality of experience of outdoor play. Purchase / obtain materials and resources for outdoor learning	Ongoing Ongoing	SLT & Staff	Opportunities for staff to upskill their knowledge on outdoor learning for their own professional development and create a free flow space

Evidence of Impact

- Enthusiastic children who can independently access outdoor learning
- Staff, children and parent questionnaire/feedback that can be used to inform changes and enhance practice outdoors
- Evidence in children's profiles
- Photographs, twitter

<p>Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people Improve systems to ensure children, staff and families have confidence in being able to communicate in an effective and clear manner to support progress and change.</p>		
<p>NIF Driver School Improvement Teacher professionalism Assessment of children's progress</p>	<p>HGIOELC? 2.2 Curriculum 2.7 Partnerships 3.3 Developing creativity and skills for life 1.1 Self-evaluation for self-improvement</p>	<p>RRS Article 28: (Right to education): Article 31 (Leisure, play and culture):</p>

<p>Expected outcomes for learners which are measurable or observable</p>
<ul style="list-style-type: none"> • All stakeholders involved in the transition process to the new nursery • Staff showing a willingness to help and support each other when making the transition to the new nursery • Children showing a willingness to help and support others when making the transition to the new nursery

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Children will be actively involved with consultation processes for the new nursery choosing resources, areas etc.	August 2021 ongoing	SLT All staff Children	Questionnaires for children to use.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.2 Staff will work collaboratively to ensure that open communication is key. All staff will be aware of the day to day running of the nursery during the transition period and continually evaluate the service provided.	Ongoing	SLT All staff Children	SLT will ensure that all staff are aware of the day to day running of the nursery. Staff will support each other in all playrooms to ensure continuity for all staff and children. Self-evaluation processes developed and implemented for continuous improvement.
1.3 Staff will develop systems to ensure that children are using buddy systems to support and help each other when making the transition to the new nursery.	Ongoing	SLT All staff Children	SLT and staff team will implement systems and programme to support children's transitions into the new nursery.

Evidence of Impact

- Children will have the confidence to speak out and have their voice heard
- Floor books, wall displays, photographs
- Visits within the community (Following COVID guidelines)
- Discussion / feedback / evaluation forms