Education – Improvement Planning Document – 2025-26

Establishment Name: Rainbow Family Centre

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| Head of Establishment | Carrie Murphy | Date | June 2025 |

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| Quality Improvement Officer | Yvonne Gallacher | Date | June 2025 |

Our Vision, Values and Aims

**Our Values:**

**At Rainbow Family Centre we aim to provide a safe, nurturing and stimulating environment where every child can grow, learn and thrive at their own pace.**

**Our Aims:**

**We aim to achieve this through:**

**Play Based Exploration –** We encourage learning through play, to foster independence, feed their curiosity and enhance their love of discovery.

**Partnerships** – We work closely with our families, local support initiatives, professionals and outside agencies to best support our children’s development.

**Respect** – We foster a culture of mutual respect, celebrating diversity and individuality.

**Nurturing –** We celebrate the uniqueness of every child encouraging curiosity and creativity.

**Inclusive** – We embrace diversity ensuring every child family feels welcome and respected

**Child Centred Learning** – We ensure a secure and supportive environment for children to feel safe and valued.

3 Year Overview of Establishment 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 2025-2026

Session 2026-2027

Session 2027-2028

Overview of rolling three year plan

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| **National Priorities** | Session 2025-2026 | Session 2026-2027 | Session 2027-2028 |
| Placing the human rights and needs of every child and young person at the centre of education  (4.1 Nurturing care and support)  (4.2 Wellbeing, Inclusion & Equality) | Create and implement our own equalities policy with a focus on Racial Literacy | Embed Equalities policy | Continue to promote Racial Literacy throughout our nursery and community |
| Improvement in children and young people’s health and wellbeing  (1.3 Leadership of continuous improvement)  (4.1 Nurturing care and support)  (4.2 Wellbeing, Inclusion & Equality) | Upskill staff in relation to Promoting Positive Relationship Policy in line with Scottish Government action plan and Care Inspectorate Guidance on Restrictive Practices. | Health and Wellbeing focus | Health and Wellbeing focus |
| Closing the attainment gap between the most and least disadvantaged children and young people  (1.3 Leadership of continuous improvement)  (4.1 Nurturing care and support) | An ongoing focus on ensuring children’s attendance is above 90% | Literacy Focus  Numeracy Focus | Literacy Focus  Numeracy Focus |
| Improvement in achievement, particularly in literacy and numeracy  (1.3 Leadership of continuous improvement)  (3.2 Curriculum)  (3.3 Learning, Teaching and Assessment) | Embed the Inverclyde Council’s Early Level Tracker  Introduce the new 0-3 Early Years Tracker  Review the planning model to ensure progression | Review tracking model  Embed 0-3 Early Years tracker |  |

*Stakeholder’s views*

**How were stakeholders views collected?**

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| * Our updated robust self - evaluation process was used to collate evidence that supported our Improvements in which staff, parents and external agencies contributed to. We use the Y self- evaluation process within the room to monitor and observe good practice and “even better if?” to support improvements within playrooms. * Parental questionnaires and survey monkey was used to gather views and opinions to ensure continual improvements within the centre. Through our stay and play sessions parents commented saying “we had very good resources”, “staff were great and had lots of activities to keep the children busy”, “Fun time to spend with the little one without the distractions of day to day life in the house”. We also collaborated with staff, parents, cluster nurseries and partner agencies to create our updated visons and values. These are visible in both foyers. * Our children told us that they loved playing with their friends in the house corner and going down the slide because it goes really fast. They also said the nursery is great and I love going because they have lots of toys. One particular child said I like big John (EYECO) because he squeezed air onto me and it smelled nice. * We now have a new Equalities coordinator within the centre Jakki McAliece, and she will now attend the authority Network meetings with other nurseries. Jakki has been proactive in ensuring children’s voices are heard and seen in displays around the nursery. * In service days afforded the opportunities for staff to reflect on practice and discuss improvements through professional dialogue. Staff team views in relation to What Impact do we want to have? What problems are we trying to solve? What changes could we make that will result in improvements? How will we know if we are successful in relation to Literacy, Numeracy and Health and Wellbeing outcomes were collated to drive forward change * Our new “All About Me” captured children’s progress prior to coming to nursery, we used this information to give staff an overview of children’s learning from home. From this, our 28 day settling in report was collated and initial targets were set with parents. * SMT staff met with the keyworkers on a six weekly basis to discuss children’s targets and next steps. * TAC meetings and Wellbeing Assessments ensure that children and families were receiving the right support at the right time. |

Plan: Session 2025-26

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| **Priority 1** Placing the human rights and needs of every child and young person at the centre of education | |
| **National Improvement Framework Outcomes**  **5. Skilled teachers and leaders delivering excellent, inclusive education.**  [**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) | |
| **How Good is Our School/Quality Improvement Framework ELC**  4.2 Wellbeing, inclusion and equality  4.1 Nurturing care and support | **UNCRC**  Article 3 (Best interests of the child):  Article 2 (Non-discrimination): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| We want to ensure all children and their families feel valued within our nursery setting. Having this at the forefront, we audited our resources and our environment to ensure that we are recognising and celebrating differences. Through the Head of Centre completing the Racial Literacy Programme we wanted to continue focusing on an inclusive curriculum and to ensure staff have an understanding of the importance of inclusion and anti-racism within our establishment.  Following on from the above, the Equalities lead on Children’s Rights took on the responsibility in auditing our resources to ensure they reflect the world we live in today. Through this, we recognised a need to purchase a variety of resources that reflect the diversity of children in our care.  Last year saw a significant increase in the number of children who required additional support and through self-evaluation we recognised the need to utilise other areas within or outwith the playroom to ensure children were given the support and opportunities to access a suitable environment that supported their individual wellbeing. Two sensory rooms have been created within both 3-5 playrooms to enable children to spend time in an environment suitable to their stage of development. Through self-evaluation we have recognised that further resources need to be purchased to give children more opportunity and choice specific to their schema’s and their stage of development. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| By June 2026, an inclusive anti-racist action plan will be implemented to ensure 100% of children are experiencing an environment that challenges racism, discrimination and all forms of prejudice.  By June 2026, an equalities policy will be created and implemented to ensure 100% of children experience an environment that challenges racism, discrimination and all forms of prejudice.  By October 2026, the Sensory Room provisions will be enhanced with relevant resources to ensure 100% of identified children experience an environment that meets their needs. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Opportunities for more staff to participate in Racial Literacy programme and embed within the nursery | October 2025/Ongoing |  | All staff | Racial Literacy Programme |
| Create questionnaire for parents to gather their opinions with regards to an inclusive anti-racist environment | November 2025 |  | SMT  Improvement Groups  Parents | Questionnaires |
| Use the suggestions from parents questionnaire to embed their ideas around culture and diversity | January 2026 |  | Staff  Parents | Staff and parents involved in organising a cultural celebration day |
| Create and implement an equalities policy | January 2026 |  | SMT  Improvement group  Parents/Staff | Make use of the tiny guide to becoming an inclusive, anti-racist early educator |
| Identify and purchase new resources for the sensory rooms | September 2025 |  | 3-5 staff  SMT | Resource catalogues |
| Children will be identified that would benefit from using the sensory rooms to self-regulate and utilise the specific resources to meet their individual targets/needs | August 2025 and Ongoing |  | 3-5 staff  SMT  EEL | Time to discuss  Continuity to recognise and respond to children. |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| * Resources within the playrooms will reflect an inclusive curriculum where all children will be able to see themselves within the environment. * Parent’s feedback and ideas will be captured through questionnaires this will ensure all children’s cultures will be celebrated and reflect the diversity within our community. * Racial Literacy will be embedded in our practice ensuring a fully inclusive environment. All children will be represented within the environment through use of diverse materials that support children’s learning and development. Children and staff will have the tools and confidence to recognise, talk about and challenge racism in developmentally appropriate ways. |

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| **Priority 2**  Improvement in children and young people's health and wellbeing | |
| **National Improvement Framework Outcomes**  **6. Positive relationships, behaviour, and attendance in a respectful culture.**  [**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) | |
| **How Good is Our School/Quality Improvement Framework ELC**  1.3 Leadership of continuous improvement  4.1 Nurturing care and support  4.2 Wellbeing, inclusion and equality | **UNCRC**  Article 2 (Non-discrimination):  Article 3 (Best interests of the child):  Article 4 (Protection of rights): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| The Scottish Government have created an action plan on promoting positive relationships and behaviour, Inverclyde Services improvement plan priorities have outlined the need to review our practice with regards to the above.  Care Inspectorate have issued guidance in relation to Restrictive Practices and as a nursery we feel we need to understand what this entails to ensure all children are respected as individuals and their needs met in a respectful and nurturing way. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| By January 2026, 100% of SMT staff will be supported by Headquarters to review our Promoting Positive Relationships policy.  By June 2026, 100% of staff will be supported by SMT to implement our revised Promoting Positive Relationships policy.  By June 2026, 100% of staff will have an understanding of the new Care Inspectorate Restrictive Practice guidance and use this effectively to ensure inclusivity and safety of all our children.  By June 2026, 90% of children will understand the adult’s role in regards to protecting them from harm and setting safe boundaries within the playroom. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Review current policy on Promoting Positive relationships and seek advice from HQ | October 2025 |  | SMT  Education HQ | Promoting Positive Relationships Policy  Time for discussions |
| Health and Wellbeing improvement group and SMT will look at creating a Promoting Positive Relationships policy | September 2025 |  | SMT  Health and Wellbeing group | Promoting Positive Relationships Policy  Time for discussions |
| Share our updated Promoting Positive Relationships policy with all staff and parents to gather feedback | October 2025  In-service day |  | All staff | Promoting Positive Relationships Policy  Time for discussions |
| Incorporate the guidance from our updated Promoting Positive Relationships policy to ensure consistency in practice and approaches. | January 2026 |  | All staff | Promoting Positive Relationships Policy  Time for discussions |
| Arrange a meeting with our Early Years manager to discuss and review Care Inspectorates Restrictive Practice Guidance | October 2025 |  | SMT  Yvonne Gallacher | Restrictive Practice guidance  Time for discussions |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| * Our updated Promoting Positive relationships policy will be shared with parents to ensure their understanding of procedures and protocols. * All staff will have a more coherent approach across the centre in relation to positive relationships. Interactions between staff children and parents will be strengthened ensuring positive communication throughout. * Senior Management Team will have a better understanding of the expectations from Care Inspectorate in relation to Restrictive Practice guidelines and this in turn will be disseminated to all staff to ensure we are upholding and promoting children’s rights. * Children will have a clear understanding of boundaries and expectations whilst feeling safe and supported. |

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| **Priority 3**  Closing the attainment gap between the most and least disadvantaged children and young people | |
| **National Improvement Framework Outcomes**  **4. High achievement and reduced attainment gap for all learners.**  **6. Positive relationships, behaviour, and attendance in a respectful culture.**  **2. Strong partnerships between schools, services, families, and communities.**  [**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) | |
| **How Good is Our School/Quality Improvement Framework ELC**  1.3 Leadership of continuous improvement  4.1 Nurturing care and support | **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| We are committed to closing the Attainment gap within our establishment and our data from last August 2024 – June 2025 has shown some improvements throughout the year however we recognised the need to maintain an ongoing focus on ensuring children with less than 20% attendance are supported and encouraged to attend. Through observations, parents meetings and data, it was apparent that some children’s Health and wellbeing, Literacy and Numeracy targets had been impacted through low attendance. SMT were proactive in calling parents to see if we could help in anyway and through conversations, it was clear money issues and parent’s mental health was at the forefront of low attendance.  In May 2025 we had our Child Protection and Safeguarding audit in which it identified the need to review our recording processes in relation to pastoral notes to ensure we are documenting significant information and events in a timely manner (electronically). |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| By June 2026, 90% of our children’s attendance will increase, which will in effect ensure children are meeting their targets and are reaching their full potential. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Continue to monitor children’s attendance through daily phone calls and support. | Ongoing |  | Admin  SMT | New attendance folder to be created  Add monthly overview to the quality calendar |
| Upskill SMT and clerical staff in using Pastoral notes and continue to use communication book to keep track of attendance. | October 2025 |  | SMT  Clerical staff | Access to Pastoral Notes online  New guidance from HQ  Training materials |
| Review our attendance policy to ensure we are promoting and encouraging attendance in line with Education Services improvement plan priorities | November 2025 |  | SMT | Attendance policy |
| Review attendance data from the previous year and analyse to establish if there has been an impact | January 2026 |  | SMT | Data gathered from previous year’s attendance |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| Our new attendance policy and parents attendance leaflet will form part of the enrolment pack to inform parents of the importance of children’s attendance. There will be a clear link between attendance and attainment.  Our new process for recording children’s attendance will be reviewed monthly in order to support parents whose children are attending less than 90%. Through these procedures and protocols attendance will be improved for most children. As the attendance improves we will see a noticeable difference in progress within those children’s targets and tracking. |

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| **Priority 4**  Improvements in attainment, particularly in literacy and numeracy | |
| **National Improvement Framework Outcomes**  **3. Inclusive curriculum and assessment for a sustainable future.**  [**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) | |
| **How Good is Our School/Quality Improvement Framework ELC**  1.3 Leadership of continuous improvement  3.2 Curriculum  3.3 Learning, teaching and assessment | **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| From our Standards and Qualities 2024/2025 we reflected on our outcomes and improvements in particular the implementation of the Early Years Tracker. Our findings were that all 3-5 room staff have an understanding of the process however, we have recognised the need for more consistency in relation to quality observations, stories and professional judgement.  Through self-evaluation some staff recognised the need for support from SMT to write an informed and accurate observation which would be shared with parents on Learning Journals.  The authority recognised the need to have a robust tracking system that specifically focused on the understanding of child development to ensure children’s targets were SMART based and relevant children within the 0-3 room. The Authority are in the process of creating a Skills Assessment tracker that will be implemented within the nursery 0-3 playroom.  From data collected by our Early Years Manager it highlighted that there was a noticeable difference between progress in Numeracy and Literacy. Literacy skills were emerging at a quicker pace whereas numeracy progress was progressing gradually and from this a specific focus on Numeracy will be at the forefront. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| * By June 2026, all 0-3 staff will have training in using the Early Years Skills Assessment Tracker in order to ensure children’s progression is evident within Literacy and Numeracy. * By June 2026, all 3-5 staff will be confident in using the Early Years Skills Assessment Tracker in order to make professional judgements on children’s level and to ensure children’s progression is evident within Literacy and Numeracy. * By June 2026 90% of 3-5 children will have made progress in Numeracy | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| A review of the planning model in all playrooms will be carried out to ensure progression is evident | September 2025 |  | SMT | Planning processes |
| Embed the Early Years Skills Tracker within the 3-5 playroom and make informed judgements of children’s progress | November 2025 |  | All 3-5 staff  SMT | What a good one looks like (Observations on Learning Journals) |
| Introduce the 0-3 Early Years skills tracker | October 2025  In-service day |  | EEL – Gillian Moore  All 0-3 staff | Early Years Skills tracker for 0-3’s  Time for discussion and implementation |
| Our EEL will specifically focus on Numeracy ensuring we look at estimating and rounding, number processes, money and time throughout term 1,2,3,& 4. | Ongoing throughout the year |  | EEL  Head of Centre – will every 6 weeks to review and evaluate progress | Time for discussion  Karen Wilding resource/SEAL |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| Through training and regular discussions/reflection, staff will be confident in identifying and setting appropriate targets, making professional judgements and discussing these with parents will ensure that all children have relevant individualised targets set and outcomes are achievable.  Regular review meetings with staff will ensure all children are tracked and progression is clearly visible on the skills tracker. The meetings will also identify any gaps in children’s learning that may require timely intervention. Children will receive personalised support at the right time from keyworker, staff and our EEL to ensure 90% of children are on track with their numeracy skills. |