

2025-26 Improvement Plan

Priority 3: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?		By June 2026, all children will be encouraged to participate and engage in child led learning experiences to improve talking and listening skills.
Person(s) Responsible Who will be leading the improvement?	Martina MacIntyre, Principal Teacher with management responsibility for the Nursery	

(Please insert the relevant information below using the codes above)				
NIF Priority: 2. Improvement in children and young people's health and wellbeing		NIF Driver: 4. Curriculum and assessment 5. School & ELC improvement		
NLC Priority: 3. Improvements in children's health and wellbeing		QI: A quality improvement framework for the early learning and childcare sector • Leadership • Children thrive and develop in quality spaces • Children play and learn • Children are supported to achieve		
PEF Intervention: N/A		Developing in Faith/UNCRC: Articles 3, 28, 29		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:				
RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this? In the last two years, after Covid, children entering the nursery were presenting with poor talking and listening skills, especially when communicating their wants and needs. Furthermore, Health Visitor assessments indicate below expected levels in language and communication skills, appropriate to age and stage.				
Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets. Time, appropriate planning documents, assessment materials, professional dialogue and collaborative time. Training, national improvement hub, care inspectorate hub, education Scotland, CfE, realising the ambition. Leads in leadership role across the nursery. Literacy, numeracy and health and wellbeing pathways, emotion works, do be mindful resources, Teaching Talking resource and through the eyes of the child resources, setting the table and space to grow.				
<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
The internal and external environment will support all children and their needs	Staff to consider current thinking and documentation as well as the use of training from Deirde Grogan,	The review linked to the use of the document 'through the eyes of the child' to report environmental changes.		

with planned consideration to develop space and places where children can rest, be active, be curious and eat. Flexible space to support choice and extend play experiences. All children will Children will have access to outdoors provision daily, to improve communication skills, especially talking and listening.	Strathclyde University. Previous session to improve a suitable and high-quality environment. Regular timely review of the environment using the resource 'through the eyes of the child' as the main review document with reference to other relevant documents. Ensure the nursery environment is attractive, inviting and meets the needs of all children including those with additional support needs.	Review of lunch areas linked to 'Setting the table'. Environmental review linked to curricular planning, meeting, professional dialogue and meeting notes. Next steps actioned and implemented and reviewed. Continuing work on developing the outdoor environment linked to audit and next steps.		
Continue to ensure the pace of the day supports all children, their needs and dispositions	Staff to consider current thinking of the aforementioned documentation, ensuring free flow play is available with few interruptions, space for relaxation and quiet. Change the use of sensory resources/area to be available on demand.	Evidenced from professional dialogue, through discussions linked to backdrop planning and meeting notes. The pace of the day and experiences will be reviewed, involving all staff, leading to increased and appropriate pace.		
All staff have a shared understanding of planning, allowing for child led learning experiences, including provocations.	Colligate planning to develop a shared vision based on current guidance. Planning considerations should be given to develop care routines, social routine and free flow play. Developing choice, independence, outdoor and community learning and structured experiences available to all children.	Evidence from the planning review will illustrate that structure and content is fit for purpose. Evidence from Learning Journals and focus child ensure that the entries evidence the 4 capacities. Evidence of personalisation and choice, alongside the seven design principles are reported in planning documentation and learning journals. Evidence from continued review documentation include evaluations and next steps.		
Create quality observations that illustrate progressions in play	CLPL will ensure staff are clear on the criteria for conducting a quality observation and subsequent report in learning journal.	Documentation will illustrate quality observation related to training input.		

All staff have a shared understanding of curriculum pathways – literacy, numeracy and health and wellbeing linked to CfE E's & O's and benchmarks for early Level to ensure a quality learning experience for all children.	Use the pathways to support staff to assess and identify next steps and individual planning to support all children. Tracking of children's progress in the key curricular areas.	Tracking systems illustrate children's progress across core curricular areas. Assessment evidence identifies next steps for individual children, including 'Teaching Talking' tracking profiles.		
Develop opportunities for pre-school children to further experience outdoor learning through the Forest Kindergarten approach.	Review training opportunities for staff. Trained staff to plan and provide learning opportunities for children. Link with the Authority in the use of Summerlee outdoor facility.	Evidence in planning, including appropriate resources to support the Forest Kindergarten approach.		
Ensure documentation used across the nursery is appropriate to meet the needs of all learners.	Review care plans and 'Being me' documentation to ensure relevant and appropriate information is included. Use of Care Inspectorate 'Guidance on records you must keep and Notifications you must make' to support necessary documentation within the nursery setting is up to date.	Evidence of updated paperwork used for care plans and being me, documentation is relevant and appropriate to the individual needs of the child. Records will evidence all appropriate information related to each child and is tracked across the nursery setting.		
Additional support needs planning is relevant and impactful.	Use 'Teaching Talking' as a whole resource and corresponding profiles to support staff to plan and work with children who need some additional support. Profiles to be used to support the identification of SMART targets for Gifme and learning plans.	Use 'Teaching Talking' as a whole resource and corresponding profiles to support staff to plan and work with children who need some additional support. Profiles to be used to support the identification of SMART targets for Gifme and learning plans.		
All parents are included in their child's learning journey and their views are taken account of.	Staff will engage with Education Scotland resources, including, 'Engaging parents and families' to audit, review and implement parental engagement and involvement across the nursery throughout the year.	Evidence within the 'Engaging parents and families' audit documentation to develop parental engagement and involvement. Evidence of wall displays, activity records in relation to PEEP's and other		

	Strengthen links with other agencies (Health Visitors, CLD, Education Psychologist, Speech and Language) to support parental involvement. Review the use of PEEP's and other relevant programmes to work with groups of parents effectively.	relevant programmes will identify effective use across the nursery.		
New leads to develop their role across the setting and exemplify their impact on learners. Develop roles and responsibilities to create leadership opportunities for all staff.	Develop roles and responsibilities for new Leads. Review staff deployment across the nursery setting. Ensure that opportunities are available for staff to take on leadership roles and that training opportunities are available to all. Develop staff communication across the nursery setting.	All staff aware of the roles and responsibilities of the leads from minutes of meetings. Observations will highlight the demonstration of leadership for most staff across the nursery Evidence of impact from staff training that has been cascaded across the nursery setting. Evidence within Teams, SharePoint and effective use of email to enhance communication across the setting.		
Final evaluation (for submission):				