`­

**Quality Improvement Plan**

**ELC**

**2023-2024**

**ELC Setting: Fairview Nursery**

**Please insert your Curriculum Rationale here:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Quality Improvement Plan** - **Priorities and Outcomes**  What are the outcomes that you plan to achieve for your children, young people and families for this session? | | | | | | | |
| **Key Priority One:** To increase the input of all early years staff into self-evaluation  **Rationale:** Identified in verbal discussions, it is clear that not all staff have had an input into self-evaluation throughout the academic year due to multiple reasons, including contracted working hours. Dedicated time to self-evaluation throughout the year will support earlier identification of development areas. Ensuring all staff have input into this will lead to increased ‘buy in’ and increase opportunities for good practice to be shared and embedded, thus improving outcomes for the learners. | | | | | | | |
| **Overall Aim:** By June 2023, the whole nursery team will have increased their input into self-evaluation from ‘some of the time’ to ‘most of the time’. | | | | | | | |
| **NIF Priority (Highlight):**   * *Placing the human rights and needs of every child & young person at the centre of education* * *Improvement in children & young people's health & wellbeing* * *Closing the attainment gap between the most & least disadvantaged children & young people* * *Improvement in skills & sustained, positive school-leaver destinations for all young people* * *Improvement in attainment, particularly in literacy & numeracy* | | | | **NIF Drivers (Highlight):**   * *School & ELC leadership* * *Teacher & Practitioner professionalism* * *Parent/carer involvement & engagement* * *Curriculum and assessment School & ELC improvement Performance information* | | | |
| **HGIOELC QI(s)**   * 1. Self-evaluation for self-improvement | | | | **A Quality Framework QI(s)**  3.1 Quality Assurance and improvement are well led | | | |
| **Objective**  ***What will change? When, who, what, by how much?*** | **Intended Outcomes**  ***What will happen as a result of the objective?*** | **Key Improvement Activity**  ***What approaches or interventions will be in place? (May be Universal or Targeted)*** | **Measures**  ***How will you measure the intended outcomes?*** | | **Key Personnel** | **Monitoring**  ***Is the activity happening as planned?*** | **Progress and impact** |
| By the end of the academic year all staff will have contributed to the self-evaluation of the setting ‘most of the time’. | All staff will have identified an effective method of contributing to self-evaluation.  All staff will have greater impact on nursery development and outcomes. | Universal for early years team   * advanced notice of meetings for the term with theme of the meeting given. * Offer of one longer meeting given instead of smaller meeting time * Meeting minutes are to be read and signed by staff and it is their individual responsibility to find the time to do so.   Targeted –   * Easy access, click and go survey to allow for staff with limited time to input (created with mentimeter) | There will be evidence of whole team contribution to self-evaluation in self-evaluation documents.  End of term evaluations of ‘what is going well?’ and ‘what could we do to improve?’ | | PT  All early years staff |  |  |
| By June 2024, all staff will rate the impact of monitoring to ‘has improved my practice’ | Staff will feel more confident in their own ability to observe and monitor for improvement. | Most staff will have attended a monitoring session where we discuss the impact and next steps of observations – room, activity, child view, seesaw. |  | |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Quality Improvement Plan** - **Priorities and Outcomes**  What are the outcomes that you plan to achieve for your children, young people and families for this session? | | | | | | | |
| **Key Priority Two:** To increase engagement in family learning opportunities  **Rationale:** Covid changed how the nursery worked which meant less families in school and more reliance on online. We as a school and nursery are getting back to having more back inside school and would like to increase the offers for families to come in. We are aware of the convenience of online for busy families and also intend on using digital means of involving those who might find it harder to come in. | | | | | | | |
| **Overall Aim:** By June 2023, families will have increased attendance and/or interaction with learning opportunities provided by the early years. Attending at least one session a term or providing feedback about a digital resource. | | | | | | | |
| **NIF Priority (Highlight):**   * *Placing the human rights and needs of every child & young person at the centre of education* * *Improvement in children & young people's health & wellbeing* * *Closing the attainment gap between the most & least disadvantaged children & young people* * *Improvement in skills & sustained, positive school-leaver destinations for all young people* * *Improvement in attainment, particularly in literacy & numeracy* | | | | **NIF Drivers (Highlight):**   * *School & ELC leadership* * *Teacher & Practitioner professionalism* * *Parent/carer involvement & engagement* * *Curriculum and assessment School & ELC improvement Performance information* | | | |
| **HGIOELC QI(s)**  2.5 Family Learning | | | | **A Quality Framework QI(s)**  1.4 Family Engagement | | | |
| **Objective**  ***What will change? When, who, what, by how much?*** | **Intended Outcomes**  ***What will happen as a result of the objective?*** | **Key Improvement Activity**  ***What approaches or interventions will be in place? (May be Universal or Targeted)*** | **Measures**  ***How will you measure the intended outcomes?*** | | **Key Personnel** | **Monitoring**  ***Is the activity happening as planned?*** | **Progress and impact** |
| Families will have an increased understanding of what activities look like in the early years | Families will be more involved in the school community and give increased feedback to support school improvement targets.  Families will have a better understanding of how we meet the needs and targets for their children. | Survey parents at the beginning of the year to see what they know about specific activities – build a family learning guide from the feedback so we can create videos.  Invite families in for at least one stay-and-play a term (family learning practitioner supporting)  Create a family learning video about specific activities we do in the early years that supports development (e.g. TACPAC, Intensive interaction)  Invite families to outdoor learning opportunities (looking specifically to see if there are areas closer to where they live).  Continuing Bookbug or other learning sessions lead by the Family Learning Practitioner and sharing ways this can be replicated at home. | Survey at the beginning of the year and again at the end of the year.  Ask for feedback at the end of the videos.  Increase in family attendance in school. | | SMT/ PT / ECP  All early years staff  Family Learning Practitioner |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Quality Improvement Plan** - **Priorities and Outcomes**  What are the outcomes that you plan to achieve for your children, young people and families for this session? | | | | | | | |
| **Key Priority Three:** To increase the use of outdoors as a valuable learning resource    **Rationale:** We recognise the value of outdoor education in building confidence, independence, physical skills and promoting better mental health and wellbeing for all learners. We want to tackle the challenges we can face for our learners when providing outdoor learning opportunities and focus on the effectiveness of our engagement and use of not only the school grounds but also the wider community. | | | | | | | |
| **Overall Aim:** | | | | | | | |
| **NIF Priority (Highlight):**   * *Placing the human rights and needs of every child & young person at the centre of education* * *Improvement in children & young people's health & wellbeing* * *Closing the attainment gap between the most & least disadvantaged children & young people* * *Improvement in skills & sustained, positive school-leaver destinations for all young people* * *Improvement in attainment, particularly in literacy & numeracy* | | | | **NIF Drivers (Highlight):**   * *School & ELC leadership* * *Teacher & Practitioner professionalism* * *Parent/carer involvement & engagement* * *Curriculum and assessment School & ELC improvement Performance information* | | | |
| **HGIOELC QI(s)**  3.3 Developing creativity and skills for life and learning | | | | **A Quality Framework QI(s)**  2.1 Quality of the setting for care, play and learning. | | | |
| **Objective**  ***What will change? When, who, what, by how much?*** | **Intended Outcomes**  ***What will happen as a result of the objective?*** | **Key Improvement Activity**  ***What approaches or interventions will be in place? (May be Universal or Targeted)*** | **Measures**  ***How will you measure the intended outcomes?*** | | **Key Personnel** | **Monitoring**  ***Is the activity happening as planned?*** | **Progress and impact** |
| By June 2024, all nursery children will have accessed and planned outdoor learning experience in the community at least once a term. | The nursery children’s physical independence and exploration of the world around them  We will have a bank of ‘forest school’ areas we can access with our learners | By working with the forest school and outdoor learning contacts, we will visit and assess suitable outdoor ‘forest school’ areas.  Linking in with other local settings that are doing outdoor learning well and sharing good practice  By attending outdoor learning training and reading opportunities, all staff will increase their knowledge about the possible independence building opportunities for early years. | Using levels of engagement and levels of support data.  Attendance at outdoor learning activity  Staff confidence increased – gathered in staff discussions after training and at the end of each term. | | Catherine Leatherland – PKC outdoor learning opportunities is the contact.  PT/ECP making links with outdoor learning areas.  All EY staff – engage in reading/ research  All EY staff – check for training opportunities.  Family Learning practitioner – providing links with other agencies and her skills. |  |  |
| By June 2024, All nursery children will have increased their independence to explore, investigate and problem solve in the natural environment | All children will have decreased reliance on staff to verbally and physically support them to engage and explore the world around them.  Most children will demonstrate increased manipulation of objects in order to create or use problem solving skills. | Staff training and attendance at other settings which do outdoor learning effectively.  Staff are to do an initial observation across a few first visits to see how the children engage with the world around them unsupported.  With adult modelling, verbal or physical support (only as much as required), staff will encourage engagement in the activities.  Staff will do observation sessions where they decrease their involvement and assess progress against agreed targets. | Staff observations – stating what level of engagement and what level of support at the beginning of the year and compare to the end of the year.  Tracking with IEP targets or learning targets. | | EY Staff  Family Learning Practitioner – links with other settings. |  |  |