



Renfrewshire Council Children’s Services

**Spateston Early Learning and Childcare Centre**

**Improvement Plan**

**2019-2020**

As part of Children’s Services, Spateston ELCC has developed this establishment improvement plan which provides a framework for how we intend to achieve Children’s Services’ vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing.*

**National Priorities**

We also have to take account of the Scottish Government’s national improvement framework which provides a vision for education in Scotland, namely to:

1. **improve attainment, particularly in literacy and numeracy;**
2. **close the attainment gap between the most and least disadvantaged pupils;**
3. **improve children’s health and wellbeing; and**
4. **improve children and young people’s employability skills so that they move into positive and sustained destinations.**

**Local Priorities**

* **Reshaping our place, our economy and our future;**
* **Building strong, safe and resilient communities;**
* **Tackling inequality, ensuring opportunities for all;**
* **Creating a sustainable Renfrewshire for all.**

**Renfrewshire’s Education Priorities**

Our priorities will also align with Renfrewshire Council’s education strategic priorities listed below.

* **Develop high quality learning & teaching that leads to improved levels of attainment and achievement in all of our establishments;**
* **Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people;**
* **Support self-evaluation and performance improvement throughout our establishments;**
* **Develop high quality leadership for staff at all levels;**
* **Support high numbers of our young people to enter positive destinations and sustained post-school destinations.**

The priorities and actions within this improvement plan address the needs of our establishment and articulate with local and national priorities.

##### Planning framework

**Our Vision, Values and Aims**

Our vision is to provide a high quality flexible service to support children and families to achieve the very best.

Our values, which underpin this, are respect, trust, challenge and enjoyment.

Our aims at Spateston Early Learning and Childcare centre are:

* To provide a nurturing environment for all children and families within the centre, where all feel happy, safe and secure.
* Provide children with learning opportunities and experiences to enable them to have lifelong learning skills, which result in high standard of achievements.
* Promote close partnership between home, school and our local community.
* Offering a flexible service to meet the needs of our children and families.
* Provide a full curriculum that is well planned, delivered with a variety of approaches for children to reach their full potential.
* To have a knowledgeable staff team working together to promote learning and skills for all children.

Who did we consult?

To identify our priorities for improvement, we sought the views of stakeholders. We used a variety of methods of getting the views of those who are involved in the life and work of Spateston Early Learning and Childcare Centre.

A high level of consultation is evident in relation to all aspects of the service, using HGIOELC to reflect. Children as part of our service are routinely consulted as they lead in all areas of planning and evaluating their own learning. Children are consulted in relation to aspects of the service including fundraising, resources and leading learning through the curriculum.

Consultation with parents was ongoing throughout session 2018-2019. Parents / carers shared their views in a variety of ways including topical questionnaires, verbal feedback, voting through our question of the month and general feedback throughout the session and events. Parents /carers, children and staff contributed significantly to the improvement agenda of the nursery.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities.

How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include having a monitoring and evaluation calendar in place, this will ensure that planned monitoring and evaluation is undertaken. Informal and formal systems for monitoring the quality of provision are in place. The management team catch examples of good practice and share these with both the individual staff member and the wider staff team.

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children’s Services’ staff.

**Action Plan**

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| **Priority 1: Reduce inequalities and deliver improved health & wellbeing outcomes for children.**  **Engaging parents / families in their children’s learning** | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| 3  4 | 2.3  2.5 | Establish a programme of Family learning opportunities to enhance the link between home and nursery through specific learning approaches within Literacy, Numeracy and Health and Wellbeing. | SMT  Practitioners **(TBC)** | Family learning opportunities will take account the development stages of children and offer support / challenge. Parents will have increased capacity to support their children in early Literacy, Numeracy through play and learning activities. Data collected will inform us of improvements in attainment. | Evidence gathered through tracking individual children and observations through our holistic planning process will show significant improvement in all children’s Literacy and Numeracy. Linking with families and gathering data will allow us to facilitate support where most needed.  Number of parents who access the learning opportunities to support their child. |
| 3  4 | 2.3  2.5 | Provide greater opportunities for parents to participate and be involved in the daily life of their child’s learning and within the whole establishment. | SMT  Practitioners **(TBC)** | Stronger relationships and effective partnership between the centre and parents / carers. Parents will feel comfortable and become more involved / engaged in the whole centre. Parents will attend many informal / formal events which will have more successful learning partnerships. | Evidence gathered through a range of feedback methods. Eg Feedback after parental workshops and our Question of the month. Programme evaluations will capture qualitative information, which will inform any future developments. |

**Action Plan**

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| **Priority 2: Develop high quality learning & teaching that leads to improved levels of attainment and achievement.**  **Holistic planning process will ensure high quality learning.** | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| 1,2,5 | 1.1  1.2  1.3  1.4  1.5 | Practitioners will have up to date knowledge of current early learning pedagogy, this will be evident throughout the setting both indoors and outdoors. Collegiate sessions and CPD training will help develop staff to upskill. A greater understanding of theory will be developed and this will impact on staffs confidence and knowledge. | SMT  Practitioners **(TBC)** | Our practitioners are confident, knowledgeable and they demonstrate a deep understanding of play in promoting children’s development and learning. All learning environments will be inclusive to all children and they will provide curiosity, challenge which will lead to high quality learning for all. | There is a shared vison and understanding of our philosophy. Practitioners fully engage in debate and dialogue to ensure high quality play / learning.  SMT will have robust monitoring which will ensure effective feedback. Staff training, collegiate sessions will ensure knowledge is current. SMT will continually monitor this. |

**Action Plan**

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| **Priority 3: Develop high quality learning & teaching that leads to improved levels of attainment and achievement.**  **Engagement and consultation with establishment changes** | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| 2,3 | 2.1  2.6  3.1  3.2 | Further, develop, monitor and implement change in line with legislation and further implementation of phasing for 1140 hours. | HQ  Head of Centre  SMT | Through advice, support and consultation from all involved in the planning and implementation of 1140hours, we will continue to have a positive impact and provide high quality learning, teaching and care within our establishment for all our children and families. | Discussion and guidance from HQ  Monitoring and measuring of uptake. Monitoring of the provision and our monitoring programme. |
| 1,3,5 | 2.6  2.7 | Continue to involve all stakeholders in the consultation within the SEMP programme for our new build nursery. | HQ  Head of Centre  Stakeholders | All stakeholders will have representation through the final consultation and planning of our new build nursery. We will ensure that our values, local needs, pedagogy are influencing the new build. | Effective consultation with all stakeholders. Sharing of the plans to gather views from staff, parents and children. |

**Action Plan**

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| **Priority 4: Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people** | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| 1,3 | 2.4  3.1  3.2 | We are going to develop a whole establishment approach to RNRA | SMT  All staff | All staff will have a full understanding of attachment theory, key principles of nurturing practice and the importance of nurturing relationships in helping all children to learn and develop socially and emotionally. | Audit Framework  RNRA Readiness Assessment  Staff training  Collaborative feedback from Educational Psychologist |
| 1,2,3,5 | 2.6  2.7  3.1  3.3 | Working on principle 6 – transitions are important on children’s life’s  This will be through embedding Renfrewshire’s Resilience and Nurturing Approach into our daily service. | Depute  Psychologist  Working group | That we will improve staffs understanding of the importance of nurture principles in our approach to children and their families. That staff will begin to adopt and embed the RNRA approach. | Audit Framework  RNRA Toolkit  Collaboration and feedback from staff, children and their families |