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| **CENTRE IMPROVEMENT PLAN: 2021-2022** |





**Cherry Tree Early Years Centre**

**VISION**

“Within Cherry Tree Early Years Centre, we believe that education and care are inseparable. Every child should have the same opportunities to develop and learn through play, nurtured by skilled practitioners, who deliver high quality experiences both indoors and outdoors.

We will work together to provide a nurturing, happy, inclusive environment where children, families and staff can feel safe, supported and valued “

**Together we believe**

**Together we can achieve**

**VALUES**

Our values embrace the qualities of Positive, Respectful, Supportive, Ambitious and Proud for all staff and service users.

**AIMS**

In cherry Tree Early Years Centre:- We aim to support each child and their family as they journey through our centre and beyond to become successful learners, confident individuals, responsible citizens and effective contributors.We aim to:-

* be a centre we are proud of, nurturing relationships with each child and their family
* provide experiences that support our children in their development and learning through Schematic play, Creativity, and STEM
* ensure staff are knowledgeable of current practice and seek to provide interesting and stimulating activities for all our children both indoors and outdoors
* To value and be ambitious for our children, allowing them to develop and progress at their own pace
* To have child centred approach to transitions
* Support work which endeavours to reduce inequalities for all
* To consistently reflect on current practice and strive for continuous improvement.

**National Improvement Framework**

**South Ayrshire Council Plan**

**Children’s Services Plan -**

**Educational Services Plan**

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| **Priority 1: To improve attainment in children’s Health and Wellbeing** |
| **Link to NIF:- Parental Engagement/School Leadership** **HGIOELC:-** |
| **What Outcomes Do We Want To Achieve?** | **How Will We Achieve This?** **(Intervention Strategies)** | **Lead Person** | **Start and Finish Dates** | **How Will We Measure Impact On Children and Young People?** **(Include Where Possible Current Measure and Target)** |
| To support children holistic wellbeing, relationships and promote their success**success**  | **Nurture:-*** Re-establish vision values and aims of the centre working collaboratively with children, staff, parents, the community and other agencies involved in the service.
* Culture of open communication between management and staff to support vision, values and aims.
* Use self-evaluation tools to review current approaches including:- Ed Scotland resources <https://education.gov.scot/improvement/self-evaluation/applying-nurture-as-a-whole-school-approach-a-framework-to-support-self-evaluation/>
* Culture of open communication between management and staff to support vision, values and aims.
 | Jackie/Diahann/Senior EYP’sStephanie McNicol (Ed Psych) Cathy Ballantyne/ Diahann McKerracher | Aug 2020-June 2022 | * Increase of 15% in children achieving HWB milestones by June 2021– (current measure is 48%)
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|  | **Family Learning:-** * Establish/develop/embed delivery of evidenced based family learning including PEEP programme and Child Healthy Weight Programme
* Continue to develop approaches to intergenerational learning by utilising our allotment space and areas in the local community,
* To create spaces where children can choose from either stimulating or calming areas indoors and outdoors

**The pedagogy of play:-*** Further develop approaches for Cherry Tree EYC to become a Froebelian inspired setting.
* Review playroom layouts to support rest and relaxation in line with current guidelines.
* Support staff trainingon schemas
* Establish baseline of children achieving 2-3 milestones

**Outdoors:-*** Training for key staff using Loose parts Toolkit, My World Outdoors, Space to Grow, Learning through landscapes.
* Re-establish Play on Pedals programme and support additional practitioners to attend training

**Transitions:-*** Use the 6 principles:- aspirations, expectations, opportunities, entitlements, participation and contribution outlined in the Scottish Early Childhood, Children and Families Transitions Position Statement to support evaluation and review of current transition across all levels.
* Develop new approach and process to transition based on the nurture principles and a focus on relationships

**Lunchtime Experience:-*** Using nurturing approaches and guided by Care Inspectorate Food Matters and Setting the Table we will further enhance our lunchtime experience.
* We will maximise opportunities for learning and achievement though a well-planned programme with clearly identified curricular links.
* To use a Model for Improvement (PDSA) to evidence that this change is an improvement
 | Elaine Clinton/ Donna Gilgallon (health), Gail ThomsonLisa McDonald, Room seniorsAinslie, Kate, Jackie SAileenJackieAnita, Gail, Tony, KirstyannRoom seniors/JackieAnne Scobie, Karen Crawford, Gillian Grierson | Aug 2020-June 2022Sept 2021-June 2022Aug 2021-June 2022Aug 2021-June 2022Aug 2021-June 2022 | * Increase of 10% for milestone I can show I understand that eating more of some types of foods and less of others is good for health. Current measure 72%
* Increased uptake in evidence based parenting programmes e.g. peep last session uptake approx. 25 families. (increase this to 40)
* Increased uptake of parents/carers regularly attending our allotment space from 2 – 10 families.
* Increase the number of children achieving 2-3 milestones by 20% by June 2022 (from baseline assessment in September)
* Increase the number of pre-school children accessing the POP programme from 6 (2020) – all pre-school children.
* Uptake of PoP training from 3-6 staff members.
* Monitoring of all transitions
* Feedback from families/school
* Data from worry web activities
* Increase of 15% in children achieving HWB milestones by June 2021– (current measure is 48%)
* Increase by 20% children achieving all developmental milestones in maths and numeracy (current measure is 28%)
* Increase by 20% % number of children achieving all developmental milestones in literacy. (Current measure 37%)
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| **Priority 2: To improve attainment in children’s numeracy** |
| **Link to NIF:- Assessment of Children’s Progress/Teacher Professionalism****HGIOELC:-** |
| **What Outcomes Do We Want To Achieve?** | **How Will We Achieve This?** **(Intervention Strategies)** | **Lead Person** | **Start and Finish Dates** | **How Will We Measure Impact On Children and Young People?****(Include Where Possible Current Measure and Target)** |
| To improve outcomes in Maths and numeracy and close the poverty related attainment gap.  | * Continue to offer in house and SAC CLPL in Investigative Numeracy, block play and Subitising to upskill new and current staff.
* Care plan meetings to include how parents can support children’s learning and development at home.
* Support staff in assessment and moderation activities around maths and numeracy milestones
* Moderate e-profiles across the centre for consistency and quality
* Use data to monitor and track progress of children in quintile 1.
 | Kate/Aileen | Aug 2021-June 2022 | * Establish baseline of children achieving 2-3 milestones and increase this by 20% by June 2021
* Increase by 20% children achieving all developmental milestones in maths and numeracy (current measure is 28%)
* 3 Year target for children achieving all numeracy and maths milestones is to increase to
* To see an increase of 10 % in the number of children achieving the following specific milestones:
* I can talk about more and less to compare quantities current measure 62%
* I can count on using a (floor) number track, knowing that I can start from 0 or other numbers current measure 68%
* I can recognise and copy a simple pattern. Current measure 67%
* I recognise ‘how many?’ in regular dot patterns to 5, without having to count (subitising) current measure 57%
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| **Priority:3 To improve attainment in children’s literacy** |
| **Link to NIF:-Assessment of children’s progress/Teacher professionalism** **HGIOELC:-** |
| **What Outcomes Do We Want To Achieve?** | **How Will We Achieve This?** **(Intervention Strategies)** | **Lead Person** | **Start and Finish Dates** | **How Will We Measure Impact On Children and Young People?****(Include Where Possible Current Measure and Target)** |
| Improve children’s outcomes in communication and language and close the poverty related attainment gap | * For all staff to be trained in the principles of PaTHS and deliver a programme to all children in the 3-5 room
* For training to be delivered to all staff on visuals and sounds. For key staff to be trained on Makaton
* To deliver a programme of Kodaly to all children throughout the year
* Care plan meetings to include how parents can support children’s learning and development at home.
* Support staff in assessment and moderation activities around literacy milestones
* Use data to monitor and track progress of children in quintile 1.
 | Marianne Senior, Aileen Carter and Kate GillonSLT teamLouise McLauchlanSenior EYP’sAileen/Jackie/Kate | Aug 2021-June 2022 | * Increase by 20% % number of children achieving all developmental milestones in literacy. (Current measure 37%)
* Increase by 10% of children being able to talk about their learning and/feelings (current measure 68%)
* Increase by 10% children achieving milestone I can listen and say words that rhyme. Current measure 55%
* Increase by 10% children achieving I can identify and tap out syllables in words. Current measure 62%

Recognisable person 73% |

**Appendix 1**

**Maintenance Agenda**

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| Support staff to access Child Protection TrainingStaff self-evaluation to continually improve practice.Effective 0-2, 2-3 and 3-5 curricular planning.Shared understanding from staff re level required for achievement of each milestone. (Moderation)Continue to provide and improve on a quality lunchtime experience To further develop and promote our shared visionContinue to provide music therapy for children who will benefit from this service |