

**Cherry Tree Early Years Centre**

**IMPROVEMENT PLAN: 2024-2025**

**Vision**

**“Together, we create a nurturing, happy, inclusive space where everyone feels respected, safe, valued and able to reach their full potential”**

**Together we believe**

**Together we can achieve**

**Values (Refreshed May 2024)**

**At Cherry Tree we are….**

**Caring Respectful Included Happy**

**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

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| PRIORITY 1: Develop shared vision, values, aims and leadership opportunities | | | | |
| What Outcomes  Do We Want to Achieve? | How Will We Achieve This?  (Intervention Strategies) | Lead | Completion  Date | How Will We Measure Impact On Children and Young People? |
| Embed vision, values and aims of the centre within our practice. | * Ensure the vison, values and aims are visible throughout the centre and shared out in the community * Staff will refer to our values as they discuss issues that arise with the children. * Vison, values and aims will be in the newsletters and handbook. * When working with children, families and staff we will refer to our vision, values and aims. * Values will be added to the bottom of emails for all stakeholders. * Vision Values and Aims to be included as a standing agenda item on all SLT and Room Meetings. * Issues around behaviour will be dealt with sensitively and consistently. | Susan | Aug 24- Dec 24 | Consistent approach and language used throughout the centre by staff  Most children will be able to talk about our values.  Staff will be more knowledgeable of vision, values and aims |
| Improve our family learning engagement which will contribute to a culture of learning within the centre, family and the wider community.  . | * Develop a Children and Families Rights Leadership role who will be involved in improving life in the Centre and wider community. * Survey parents, partners and staff to establish the needs of families and the community. * Working with other services we will provide targeted support to families who are facing challenges in e.g., supporting children with their emotions, toilet learning, tooth decay, diet or anything else that arises from the survey. Keyworker will link with the professionals. * Peep sessions with FLT and EYP’s * Parental Information sessions attempting to reach as many families as possible * Focussed Stay and Play sessions/Parent Workshops related to staff leadership roles * Begin to gather and display information regarding achievements outside the EYC ensuring parents understand the achievements are personal to their child. | Ainslie | Aug 24 – June 25 | Our families will have more confidence in supporting their child with learning.  Evaluations of workshops and/or focussed stay and play sessions.  Uptake of workshops/PEEP sessions  Home link resources are being used |
| Develop leadership qualities within the staff team to ensure all our children’s needs are being met. | * Establish working groups to develop aspects of our curriculum. * CLPL to support the CIP and the curriculum. * Staff will visit other centres to share good practice. * Create an ‘Ask Me About’ board to display staffs interests and skills * Develop strong links with PDR’s CLPL to ensure better outcomes for children | Susan | Aug 24 – June 25 | Working Groups will be established- minutes of meetings and impact  Milestone data will improve. |

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| PRIORITY 2: IMPROVING CHILDREN’S ATTAINMENT IN MATHEMATICS AND NUMERACY/COMMUNICATION AND LANGUAGE | | | | |
| What Outcomes Do We Want To Achieve? | How Will We Achieve This?  (Intervention Strategies) | Lead | Completion  Date | How Will We Measure Impact On Children and Young People |
| Improve children’s maths and numeracy/communications and language through rich and meaningful play experiences | * Establish leadership opportunities to develop aspects of literacy and numeracy * Quality interactions, experiences and observations * Quality planning including responsive planning -Revisit planning termly. * Monthly update and review of progress on developmental milestones * Staff visits to other EYC’s with a focus on developing numeracy and maths and Communication and Language rich environments – * Staff engage and use key documents to support pedagogy in practice in early level- * Use the moderation cycle to support practitioners in arriving at valid and reliable decisions on learners’ progress towards a level. * Staff to engage in CLPL to ensure quality further develop rich and meaningful play experiences. * Work alongside the South Ayrshire Reads team. * Use the budget to purchase meaningful resources | Jackie/Andrew | Aug 24 – June 25 | Monitoring of planning will show evidence that planning reflects a wide range of learning experiences which provide depth and progression in numeracy and maths.  Playroom Observations will show children are being supported and challenged appropriately in their learning through improved interactions and opportunities to explore numeracy and maths across the EYC  Minutes from working group will evidence what has been planned, implemented and evaluated.  DATA |
| Focus on closing the attainment gap by identifying and supporting children and families who are vulnerable. | * Monitoring and tracking children’s progress rigorously to ensure children are making progress. * Identify and focus on children residing in SIMD 1 and 2, CP and Care Experienced and identify relevant next steps/actions. * Individual Milestone Data * Moderation of milestones to ensure all staff have the same high expectations. * Reduce barriers to learning by identifying them early and taking action to combat them. * Continue to improve children’s experiences for 2 year olds and babies | Andrew/Diahann |  | Tracking children’s progress  Working parties |

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| PRIORITY 3: LEARNING, TEACHING AND ASSESSMENT-PLANNING FOR LEARNING | | | | | |
| What Outcomes  Do We Want To Achieve? | How Will We Achieve This?  (Intervention Strategies) | | Lead | Completion  Date | How Will We Measure Impact On Children and Young People? |
| To improve outcomes for all children through improving:  Planning, tracking and monitoring  Assessment approaches  The quality of the environment  The quality of children’s Personal Profiles | * Medium and short-term plans will reflect local and national guidance and ensure that experiences reflect the changing needs of our children and families. * To embed a robust system which tracks and monitors children’s progress within the EYC and share strengths and development needs regularly with all staff. * Manager will monitor planning as part of ongoing quality assurance programme. * Staff regularly observe, interact and record children’s progress in their learning. * Next steps in learning will be clearly identified to inform future learning experiences. Children will be involved in evaluating their learning. * Children’s profiles clearly reflect planned learning and progression. * Manager and Depute will gather and use appropriate data to support the planning process. * Manager and Depute will track, monitor and evaluate progress of key groups of learners, including those in SIMD 1 and 2, CP and Care Experienced and identify relevant next steps/actions. | | Susan/Gary | Aug 24 – June 25 | Monitoring will evidence coherence and progression evidence in medium and short term planning for children’s learning.  Monitoring will evidence that planning reflects a wide range of learning experiences which provide breath, depth and progression in learning (including sensory and play-based opportunities)  It will be clear that the children’s views are evident in the planning process.  Monitoring of profiles show clear links between observations and planning. Children are making good progress in key areas of their learning in particular literacy and numeracy.  SLT will moderate children’s progress during play.  Monitoring of profiles and feedback to staff on children’s learning will demonstrate improved practice and reflect progression in learning.  Tracking meetings with staff show almost all children are making good progress in key areas of their learning.  Developmental milestone data is reliable, accurate to support continuous improvement. |
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