

Forehill Early Years Centre



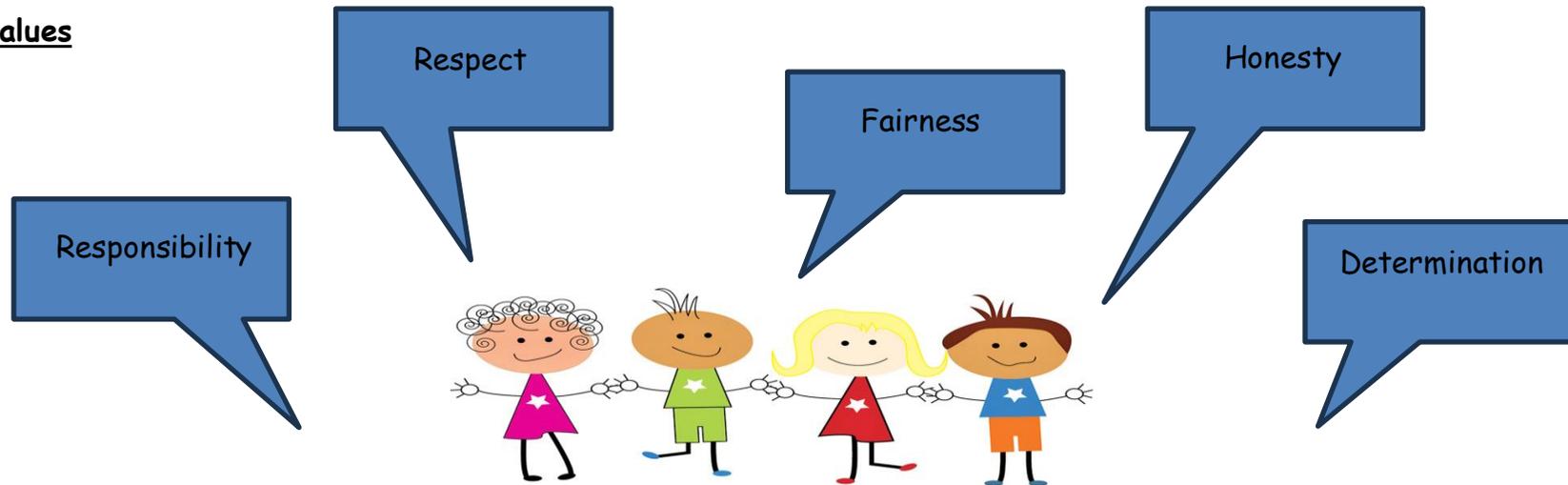
Improvement Plan 2025-2026

Our Vision

In Forehill, we believe that every child should be inspired and challenged by the opportunities we offer. We do this, by working in partnership with parents and children, building a learning community in which we:

- ✓ Provide a broad, balanced curriculum, relevant to our learners, which prepares them to be successful in a changing world.
- ✓ Promote a culture of high expectations and achievement.
- ✓ Encourage independence, confidence, resilience, curiosity and enthusiasm.
- ✓ Promote a nurturing and inclusive ethos, which recognises and celebrates individual skills and achievements.

Our Values



At Forehill EYC, we strive for continuous improvement and will gather evidence to show impact through observations, quality assurance processes, surveys/questionnaires, policies, self-evaluation.

Safe 	Healthy 	Achieving 	Nurtured 	Active 	Respected 	Responsible 	Included
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**South Ayrshire
Council Plan**

Spaces and PLaces
Live, Work, learn
Civic and Community Pride

**Children's
Services Plan**

Outstanding universal provision
Tackling Inequalities
Love and support for our Care Experienced young people and young carers
Good physical and mental wellbeing
Promoting Children's Rights

**Education
Services
Priorities**

Equity, Wellbeing and Inclusion
Learning, Teaching and Assessment
Curriculum
Self Evaluation for Self Improvement

**National
Improvement
Framework
Priorities**

Placing the human rights of every child and young person at the centre of education
Improvement in children and young people's health and wellbeing
Closing the attainment gap between the most and least disadvantaged children
Improvement in employability skills and sustained positive school leaver destinations for all young people
Improvement in attainment, particularly in literacy and numeracy

<p>To improve children's fine motor / pre-writing skills through purposeful play-based activities.</p>	<p>SAR Road map 2: staff engage in CLPL in order to develop a detailed knowledge and understanding of pre-writing skills, bone and muscle development in young children.</p>	SAR		Evidence the quality of continuous provision and staff knowledge from % to %,
	<p>Peer coaching workshop to further develop practical play activities for pre-writing skills'</p>	SAR		Increased achievement in the milestones:
	<p>Peer modelling sessions with SAR team to deliver pre-writing play experiences within the playroom.</p>	SAR	Feb -Apr 2026	drawing a recognisable person from 96-100%
	<p>To create visuals to support staff/parent understanding of pre-writing skill development.</p>	Gillian	Feb 26	Increase in children achieving milestone I can use and hold small tools from 96% to 98%.
	<p>Audit of resources and purchase new if required to enhance provision.</p>	Jackie/Gillian		Evidence of children's independent application of early writing skills.
	<p>Plan purposeful play experiences to strengthen the development of fine motor skills.</p>		Feb - May 2026	Playroom observations and audits evidence an improvement in opportunities and environments to support pre-writing skills.
	<p>Monitoring of continuous provision to ensure that there are opportunities for practicing pre-writing and mark-making skills across all spaces.</p>			Number of families attending workshop and shared learning event.
	<p>Deliver a family workshop around pre-writing skills.</p> <p>Facilitate shared learning sessions with planned purposeful play opportunities focussed on pre-writing skills.</p>			Evaluation - pre and post workshop/shared learning.

<p style="text-align: center;">PRIORITY 2: To improve creativity opportunities for all children</p>				
<p>NIF: To raise attainment in literacy and numeracy</p>	<p>HGIELC: 2.3 Learning, teaching and assessment 3.2 Securing children's progress 2.5 Family learning</p>	<p>CI Quality Framework:</p> <ul style="list-style-type: none"> • Staff skills, knowledge, values and deployment • Play and learning • Wellbeing, inclusion and equality 	<p>UNCRC: Article 31: All children have the right to relax and play and join in a wide range of activities</p>	
<p>What Outcomes Do We Want to Achieve?</p>	<p>How Will We Achieve This? (Intervention Strategies)</p>	<p>Lead</p>	<p>Completion Date</p>	<p>How Will We Measure Impact On Children and Young People?</p>
<p>To develop children's curiosity and imagination through creativity, drama and storytelling.</p>	<p>CLPL to enhance staff knowledge of the concept of Talk for Writing and creativity.</p> <p>Identified staff to become confident in planning and delivering the Talk for Writing programme through shadowing our PT and modelling activities.</p> <p>Identified staff to plan and embed the concept of creative storytelling approaches across the year x 3- term 2, term 3 & term 4.</p> <p>Improvements to playroom environment to encourage dressing up and puppet play.</p> <p>To utilize the block play areas to support creativity in writing.</p> <p>Drama group input around familiar story.</p>	<p>Carly (PT)</p> <p>Carly +</p> <p>Kris/Stephanie/ Fiona/Toni</p>	<p>Oct 2025</p> <p>Oct-Dec 25</p> <p>Jan -May 2026</p> <p>October 25-May 26</p>	<p>Evaluations of programme will evidence progress of children's learning and engagement.</p> <p>Increase in children achieving developmental milestones - I can talk about my learning from 95% to 98% I can retell a story from 98% to 100%</p> <p>Learning through Music/movement/drama will be evident in Children's Brilliant Books.</p> <p>Wall displays will evidence children's engagement in the programme.</p>

	<p>CLPL for staff to increase their knowledge around creativity and curiosity in the early years. - Using Our Creative Journey</p> <p>CLPL for staff to further develop knowledge of loose parts play. -Loose parts Play toolkit.</p> <p>Looking outwards - to observe good practice (other Centres/galleries)</p> <p>Create a shared staff learning resource using a Thinglink to promote creative learning opportunities,</p> <p>Facilitate shared learning sessions with planned purposeful play opportunities focussed on creativity.</p> <p>Staff to support children's creativity and problem-solving skills through scaffolding learning, responsive planning and use of effective questioning.</p> <p>Agreed expectations of playroom provision/weekly audit of creative environments.</p>	<p>Jackie</p> <p>Jackie</p> <p>Jackie/Gillian</p> <p>Kris/Stephanie/ Fiona/Toni</p>	<p>Nov 2026</p> <p>Jan - Apr 2026</p> <p>Launch in Nov 2026</p> <p>Various sessions between Nov 25- May 26</p>	<p>Through playroom observations we will see an improvement in the quality of loose parts and creative play opportunities from initial baseline audit.</p> <p>Baseline knowledge of families around creativity and loose parts play to increase by 50%.</p> <p>Through playroom observations we will see an improvement in staff/child interactions which promote creativity and problem-solving skills.</p>
<p>To further enhance children's knowledge and practical skills of digital technologies.</p>	<p>CLPL for staff to increase awareness and knowledge of the concept of film and screen, ahead of inclusion in CFE from August.</p> <p>To establish a working group to pull together common outcomes across social studies, technology, expressive arts and literacy relating to film and screen.</p> <p>Introduce children to live feed, mirroring and selfie mode.</p> <p>To further develop animation skills using the stop motion app.</p>	<p>Kris/Gillian W</p>	<p>Aug-Oct</p> <p>Feb-April</p> <p>June 26</p>	<p>Increase in staff knowledge and confidence in Film and screen delivery.</p> <p>Improvement in the use of technology through film and screen programme</p> <p>90% of children able to use stop/play/motion</p>

Maintenance Agenda

Item	Person responsible
2-3 room responsibility	Stephanie
Physical/PE/POP	Brooke O/Brooke D
PATHS/Nurture/UNCRC	Sarah B/Melanie/Caitlin
Bookbug	Gillian W/Lorna
Talkboost/Word aware/Makaton	Fiona/Chloe/Louisa
Outdoor Learning	Sarah B/Gillian M/ Gillian W
PEEP	Sarah K
Maths/numeracy	Kerry/Brooke O
Intergenerational learning	Kris
Health & wellbeing/cooking	Mel/Joanna
STEM/Digital	Lynne/Kris/Gillian