



Forehill Early Years Centre
Improvement Plan
2026 - 2027



South Ayrshire Council Plan

- Spaces and Places
- Live, Work, Learn
- Civic and Community Pride

Children's Services Plan

- The Promise: Our commitment to Keeping the Promise
- Family: Promoting whole family wellbeing
- Included: Early help for children with diagnosed or undiagnosed additional support needs
- Healthy: Improving physical and mental health for children and young people
- Voice: Involving children and young people in local decision making
- People: Collaborative learning and reflection opportunities for the work force

Education Services Priorities

- Included, engaged, and involved.
- Delivering excellence in learning, teaching, and assessment
- Transforming our curriculum
- Towards a self-improving education system

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 and young people
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

Our Vision, Values and Aims



What are the key priorities for improvement for 2026/2027 identified from our Standards and Quality Report 2025/2026?

- Outdoor Learning – develop staff knowledge, confidence, and skills in providing high quality learning experiences and spaces.
- Nurture – Support children to regulate their emotions by using different strategies and working with families to develop their knowledge in nurturing practices. (South Ayrshire Strategic Needs Assessment/EYC Self-evaluation/Included, Engaged & Involved SAC)
 - Further extend opportunities for creativity and curiosity that support children's progress across the curriculum.
 - To engage with the new Improvement Cycle and develop staff.

PRIORITY 1: Improve outdoor learning experiences and spaces for children and families.

NIE - Improvement in children and young people's health and wellbeing - Closing the attainment gap between the most and least disadvantaged children and young people Early Years Framework Leadership of Continuous Improvement Children Experience High Quality Spaces				
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 develop staff knowledge and confidence in creating high quality inspiring outdoor experiences and spaces.	- Consultation with staff to gather information of what they already know and what they need to develop an understanding off. - Outdoor training – pedagogical approaches and how they can be used to provide high quality experiences by Principal Teacher and EEL. - Staff will complete outdoor audits to improve spaces and experiences while referring to National Guidance such as “My world outdoors.” - Staff sharing good practice at planning meetings for staff to build on as a team. - Visit other centres for ideas and inspiration.	Kimberly	Sept 26- May 27	Staff consultation will show and improvement in baseline scores from September in staff confidence and knowledge. Monitoring of outdoor experiences and spaces to see if training has had an impact for children. (Oct/Feb /May). 100% of all pre-school children will attend a block of Forest Kindergarten sessions. 100% of 3-5 staff in the outdoor leadership group will attend 2 sessions of Forest Kindergarten. Brilliant Book monitoring will show an increase in observations for the number of children experiencing outdoor learning. All children should have at least 1 per term. Staff Leadership group Action plan targets met.
To develop family learning sessions that include practitioners and family members leading sessions.	- Shared learning and Forest Kindergarten experiences with families to gain an understanding of their knowledge of the benefits of outdoor learning. - Link learning to data that highlight areas for improvement across children's skills. - Planned sessions to consult and gather ideas that families are interested in learning about.	Kimberly	Aug 26- June 27	Evaluations of workshops and/or focussed stay and play sessions. Family consultation will show and improvement in baseline scores from each group in their knowledge of the benefits of outdoor learning. Family Learning with curriculum-based involvement will be identified and tracked. Involvement from Preschool families will aim for at 80%. Involvement from ante pre families will be 80%. Health and wellbeing milestone of “I can assess risk” will improve from 69% of all children to 85% of all children.

PRIORITY 2: To support children in developing emotional regulation skills through a range of nurturing strategies, while working in partnership with families to enhance their understanding and use of nurturing practices.				
NIF - 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		Early Years Framework Nurturing Care and Support Wellbeing, Inclusion and Equality		
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 emotional self-regulation skills	- Establish leadership opportunities to develop aspects of nurture in line with the nurture audit tool, PATHs programme and think equal. - Quality interactions, experiences, and observations 6 weekly update and review of progress on developmental milestones/assessments - Staff to engage in CLPL to ensure quality further develop rich and meaningful high quality play experiences that are underpinned by pedagogical approaches. - Small groups to support identified children. - Early intervention through TWTF meetings and wellbeing plans implemented with families in line with Included, Engaged and Involved initiative. - Reduce barriers to learning by identifying them early and taking action to combat them and linking with the appropriate outside agencies. - Home links to share with families.	Jackie	Aug 26 – June 27	Monitoring and tracking of planning will show evidence that planning reflects a wide range of learning experiences which provide depth and progression in wellbeing outcomes. Number of children achieving 8,9 or 10 milestones will be maintained from last session. (95% of preschool children.) Scores in assessments will show improvement. Playroom Observations will show children are being supported and challenged appropriately in their learning through improved interactions and experiences. Improvement in ECERS/ITERS Scales Home link feedback and evaluations.
Focus on developing staff and family's knowledge and using strategies of nurture principles and audit.	- Monitoring and tracking children's progress rigorously to ensure children are making progress. - Individual Milestone Data - Ensure consistency across all rooms regarding communication and updates of children. - Further enhance the transitions between rooms to ensure all information is handed over and the children have opportunities to visit and to be visited by their key worker. - Work with Nurture Outreach team to further extend knowledge of Nurture Principles and dysregulation. - Reference to Early Years Strategic Needs Assessment for South Ayrshire – March 2026. - Introduce new Personal Care Plans to staff team and families.	Jackie	Aug 26 – June 27	Develop a respectful relationships policy that includes nurturing practice and self-regulation strategies. Develop transition policy for centre and into school. Tracking children's progress in "express my feelings appropriately." Staff Leadership group Action plan targets met. Action Plans from the nurture audit tool will evidence what has been planned, implemented, and evaluated. Personal Care Plan monitoring should record and action any areas support for children and families.

To ensure that the Rights of the children are at the centre of all we do	• Ensure children's voice is captured and evident on walls and in Learning Journals and on planning. • Working towards Bronze RRS Award • All staff to gain knowledge about the rights that are relevant to our children. • Ensuring parents participate in the work around rights through workshops and information going home. • Embed Think Equal Programme in our weekly routines through story of the week and parental workshops. • Use SIMOA consistently throughout the centre and encourage children to risk assess experiences inside and outdoors.	Jackie SEYP'S	Aug 26 – June 27	Observations will show a consistent approach and language from staff. Wall displays will evidence rights. RRS leadership group will visit other centres. All staff to be aware of the Think Equal programme – books to be available in the rooms.
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PRIORITY 3: Further extend opportunities for creativity and curiosity that support children's progress across the curriculum.				
Closing the attainment gap between the most and least disadvantaged children and young people		Early Years Framework Curriculum Learning Teaching and Assessment Children's Progress		
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 further enhance staff's skills in planning experiences that provide children with opportunity to be creative and curious across the curriculum.	- Continue to support staff confidence in planning outcomes for children while developing their knowledge of responsive planning and observation. - Track and monitor coverage of E's and Os in each area to ensure a holistic approach is used by all staff. - Peer monitoring opportunities to identify areas of good practice and areas for development when providing experiences. - CLPL opportunities in developing staff's knowledge of the planning cycle and how to record the journey of the learning provided in Floorbooks. - Further implement creative approaches - New observation approaches to provide more quality in observations. - Continue to build on rhyming and storytelling approaches through a creative lens using national guidance such as "My creative Journey." - Use the budget to purchase meaningful resources and develop spaces using ECERS/ITERS.	Angela	Aug 26 – June 27	Continue to gather and evaluate staff feedback of planning and observation. Tracking of E's and O's overview to be tracked to identify gaps. Actions planned and reviewed from peer monitoring. Regular planning monitoring of planning to ensure Planning Principles are evident. Children's individual trackers to show progression across all areas of curriculum. Monitoring of Brilliant books should evidence creative approaches in all curricular areas of learning. Literacy milestone "I can retell a story" will increase from 71% to 85% (in preschool children.)
To improve children's numeracy skills through creative approaches in delivering high quality experiences.	- Ensuring numeracy is reflected in all areas and is embedded in planning. - Time to develop playroom spaces. - Playroom spaces will be developed using numeracy audits. - Visits to other centres that have shown good practice in raising numeracy outcomes across their centre. - Home links to share with families through creative approaches. - Begin to introduce meta skills into practice through building staff knowledge and CLPL opportunities. - Gather family feedback of their knowledge of creativity and implement workshops of how this can be demonstrated at home to improve numeracy outcomes – with a focus on number recognition.	Angela/Lynsey	Sept 26 – June 27	Playroom monitoring shows evidence of high-quality numeracy spaces and experiences. Numeracy milestone "identifying numerals" will increase from 72% to 85% (in preschool children). Home link feedback/evaluation. Meta skills knowledge increase in staff from baseline improvement from Sept – June 27.

South Ayrshire Service Plan Priority					
Priority: Improving Our Curriculum					
ALL SOUTH AYRSHIRE SCHOOLS 2025-2026					
Aims	Actions	Intended Impact	Resources	Measures	Completion Date
To increase all teacher/practitioner understanding of the purpose and relevance of the CIC and the rationale behind curriculum reform.	- The school/EYC will identify a curriculum lead to support the implementation of curriculum reform and act as a link with authority-wide developments. - The curriculum lead will participate in authority Train-the-Trainer professional learning to ensure consistent messaging and build internal capacity. All staff will engage in planned CLPL to build understanding of curriculum reform during the two allocated twilight sessions using materials created by Curriculum PTs.	Staff are clear on the key terminology around curriculum and educational reform.	Presentation created by Curriculum PTs	Staff survey (pre and post twilight sessions)	August 2026
		Staff can clearly articulate why curriculum change is being made.		Evaluation	September 2026
		All staff are clear on the national timeline for implementation of the CIC			January 2027
To provide clear and consistent communication for all staff and stakeholders in relation to Scotland's Curriculum	- Staff will access the authority's central digital hub for curriculum resources, exemplars, and professional learning materials. - All staff will attend the relevant authority curriculum conference. - Content will be created centrally to raise awareness of the CIC and used by schools to engage wider school community. - The Curriculum PTs will offer support with parental engagement as requested. - School leadership team will receive regular CIC information via director's education update. - All Head Teachers will attend two authority HT Curriculum Conferences.	Staff will feel supported during the early stages of transition.	Central digital padlet Exemplars and professional learning materials Schools preferred media platforms	Analytics from shared online space (comments, resources, access to the toolkit and materials)	June 2027
		Staff feel well informed and confident in discussing curriculum changes with colleagues, learners, and families.			May 2027
		Parents and stakeholders will better understand Scotland's curriculum and the future changes.			December 2026 June 2027

To establish an understanding of a concept-based curriculum and to introduce the Know-Do-Understand model.	- 'Curriculum of Hope' professional reading distributed during the 'Train-the-Trainer' session of key leads. - Values from the 'Curriculum of Hope' text shared with all staff during twilight sessions. - Key leads to gather staff feedback at the beginning of the first twilight. - Key leads to repeat the staff survey at the end of the second twilight to gauge progress.	<i>All staff understand the principles of a concept-based curriculum.</i> <i>All staff will have had opportunities to engage with the values and principles of 'A Curriculum of Hope.'</i>	'A Curriculum of Hope' professional reading Microsoft form for twilight	Pre/Post Survey Data	October 2026 February 2027
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