

# Space Place Early Years Centre



**IMPROVEMENT PLAN: 2023-2024**

## Vision

Consultation took place with our previous cohort of families and agencies as well as staff during May to June 2022. Further consultation with our new families took place in October 2022 and May 2023 about developing our vision for the centre.

***“Our vision as a Reggio Emilia inspired centre is to learn together in a fully inclusive environment”.***

## Aims

**S**-Supportive

**P**-Personalised learning

**A**-Achievement for all

**C**-Continue to learn and develop as a staff team and centre to achieve the best outcomes for our children and families

**E**-Endeavour to achieve excellence in all that we do

## Values

**P**-Positive relationships

**L**-Loving and respectful

**A**- A nurturing and stimulating environment

**C**- Community partnership

**E**- Equity for all

## Improvement Planning 2023-2024

\* Include links to the plans when available

### South Ayrshire Service Plan Priority:

1. Closing the poverty-related attainment gap by improving attainment in literacy

### SAR Strategic Plan Priority:

To raise attainment in literacy and close the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire

## ALL SOUTH AYRSHIRE SCHOOLS 2023-2024

SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
<p><b>To develop confident and skilled readers in South Ayrshire with a lifelong love of reading and the confidence to access all aspects of education, culture and society</b></p> <p><b>To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry</b></p>	By <b>June 2023</b> all schools will have an identified Reading Leader	<p>The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders</p>	All reading leaders can join a dedicated MS Team to ensure access to information, local/regional/national messages and resources and, opportunities to collaborate.		<b>June 2023</b>
	By <b>June 2023</b> all clusters will have an identified SAR link person to direct enquiries / requests to.		<i>South Ayrshire Reads</i> strategy document and MS Team		<b>June 2023</b>
	By end of <b>August 2023</b> ALL education staff, parents, children and young people will be introduced to the strategic vision of (SAR)the South Ayrshire Reads initiative.		SAR Video link will be provided, and time allocated on August Inservice days to share with all school staff. <i>(Please share with all pupils during the first few weeks of term and share the video link on your school social media channels)</i>		<b>August 2023</b>
	By <b>April 2024</b> ALL education staff will have had the opportunity to attend an online South Ayrshire Reads Engagement session		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed		<b>April 2024</b>
	By <b>April 2024</b> ALL parents, carers and partners will have had the opportunity to attend an online South Ayrshire Reads Engagement session		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed		<b>April 2024</b>
	By <b>September 2023</b> ALL primary education staff will have engaged in initial science of reading training (Sept Twilight) and follow-up training (TBC)		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed		<b>April 2024</b>
	By <b>February 2024</b> ALL school assistants will have had the opportunity to attend in-person Supporting Children with Reading training		Training will take place on both October 2023 and February 2024 Inservice days		<b>October 2023 February 2024</b>

### 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

## What is our capacity for Improvement 2023-24

Within Space Place Early Years Centre self-evaluation is at the heart of our work and we strive for better outcomes for our children. We promote a leadership system that builds confident professionals using inquiry and research skills in our daily practice. We will continue to drive a literacy, numeracy, health and wellbeing rich environment using a Reggio Emilia pedagogy. We have refreshed our vision, values and aims by consulting with our team, families, children and professionals as part of our journey of improvements. We utilise national and local frameworks to support our good practice model. We are proud of gaining a new Space Place early years centre and will take forward our priorities to support better outcomes for our children and families.

This session we will continue to focus on quality indicators are:

- 1.1 Self- evaluation for self-improvement
- 2.2 Curriculum
- 2.5 Family Learning
- 3.1 Ensuring well-being, equality and inclusion
- 3.2 Securing children's progress

**Priority 1: To improve attainment approaches in communication and language**

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)
<p>Children will continue to be supported by using pedagogical approaches and are supported by staff who interact well to support language and communication</p>	<ul style="list-style-type: none"> <li>➤ Embed Talk Boost communication programme</li> </ul>	Sean Emma	September 2023 to June 2024	<p>Monitoring and tracking of language and communication using the Talk boost and Hanen programme will show child increased skills in communication and language skills</p>
	<ul style="list-style-type: none"> <li>➤ Implement Hanen communication initiative</li> <li>➤ South Ayrshire Reads: Communication Friendly Environment</li> </ul>	Lorna	August 2023- June 2024	<p>Communication friendly checklist and development work, increased visual displays</p>
	<ul style="list-style-type: none"> <li>➤ Embed refreshed developmental milestones</li> </ul>	Caroline Katie	August 2023 to June 2024	<p>Through termly literacy milestone tracking meetings requiring support will be identified and interventions/supports put in place. This will be monitored by the manager. Termly literacy milestone data tracking meetings with Keyworkers focus on Literacy</p>
	<ul style="list-style-type: none"> <li>➤ Staff engage in professional reading to support knowledge and skills in literacy using RtA 6.4 “When I am a toddler / young child” guidance framework</li> </ul>	Kirsty	October 2023 to May 2024	
	<ul style="list-style-type: none"> <li>➤ Cluster Moderation and assessment of language and communication milestones</li> </ul>	Katie Kirsty	October 2023 to February 2024	<p>Increase % children achieving developmental milestones in literacy and communication. Current overall measure 70%</p>

## Priority 2: To improve attainment approaches in Numeracy and Mathematics

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)
Children will continue to be supported by appropriate pedagogical approaches and are supported by staff who interact well to support attainment in maths and numeracy	<ul style="list-style-type: none"> <li>➤ Embed a numeracy rich learning environment indoors and outdoors by developing professional practice in numeracy to include Block Play</li> </ul>	Vicki	September 2022 to June 2023	Increase % children achieving developmental milestones in maths and numeracy. Current measure 60%
	<ul style="list-style-type: none"> <li>➤ Staff visits to EYCs with a focus on developing numeracy rich environments</li> </ul>	Kirsty	October 2023 to November 2024	Playroom observations will show children are being supported and challenged in their learning through improved interactions and block play opportunities to explore maths and numeracy across the EYC indoors and outdoors
	<ul style="list-style-type: none"> <li>➤ Staff attend authority CLPL on developing skills in early maths and numeracy</li> </ul>	Caroline Kirsty	February In-Service 2024	Playroom / Outdoor Observations and evaluations
	<ul style="list-style-type: none"> <li>➤ Embed refreshed developmental milestones</li> </ul>		August 2023 to June 2024	Monitoring /quality assurance procedures will show a clear link between planning for learning and children's achievements within their profiles
	<ul style="list-style-type: none"> <li>➤ Staff engage in professional reading to support knowledge and skills in numeracy using RtA 6.4 "When I am a toddler / young child" guidance framework</li> </ul>		September 2023 to June 2024	Termly numeracy milestone data tracking meetings with Keyworkers

### Priority 3: To improve attainment in Health and Well-being and Support the move to a New Early Years Centre

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)
<p>The EYC is built on positive, nurturing and appropriately challenging relationships for all, which lead to positive outcomes for children promoting a Reggio Emilia Pedagogy</p>	<ul style="list-style-type: none"> <li>➤ Embed PATHs initiative to support child regulation and emotions across Keyworker groups</li> </ul>	Madga Kim	August 2023 to June 2024	<p>Increase % children achieving developmental milestones in Health and Wellbeing. Current measure 70%</p> <p>Monitoring floor books: child involvement and whole team approach Evidence in children's E- learning journals/care plan journals will show children are respected and valued in our EYC</p>
	<ul style="list-style-type: none"> <li>➤ Develop Outdoor Learning supported by Block Play and Forest School</li> </ul>	Vicki	September 2023 to April 2024	Evidence in E profiles of progress
	<ul style="list-style-type: none"> <li>➤ CLPL -Support a whole team approach in risk taking in play and the benefits</li> </ul>	Katie	September 2023 to May 2024	<p>Team growth in risk taking in play indoors/outdoors Observations of risk taking in play</p>
	<ul style="list-style-type: none"> <li>➤ Rebuild intergenerational links with Queens Care Home</li> </ul>	Katie	September 2023 to May 2024	Evidence of partnership in profiling
	<ul style="list-style-type: none"> <li>➤ Embed refreshed developmental milestones</li> </ul>	Caroline	August 2023 to June 2024	Health and Wellbeing Developmental termly data tracking
	<ul style="list-style-type: none"> <li>➤ Embed new Care Plan Journals</li> </ul>	<p><b>SMT</b> Caroline Kirsty Sean</p>	<p>August 2023 to November 2023</p>	Increased independence skills and knowledge sharing learning and progress
	<ul style="list-style-type: none"> <li>➤ Embed our Space Place Nurture Policy with all staff and new stakeholders</li> </ul>			Confidence increased in supporting child choice, implement 2-choice approach communication friendly environments
	<ul style="list-style-type: none"> <li>➤ Support the team, children and families to make a transition to the new Space Place early years centre</li> </ul>			Observations: Environments'/ Interactions