

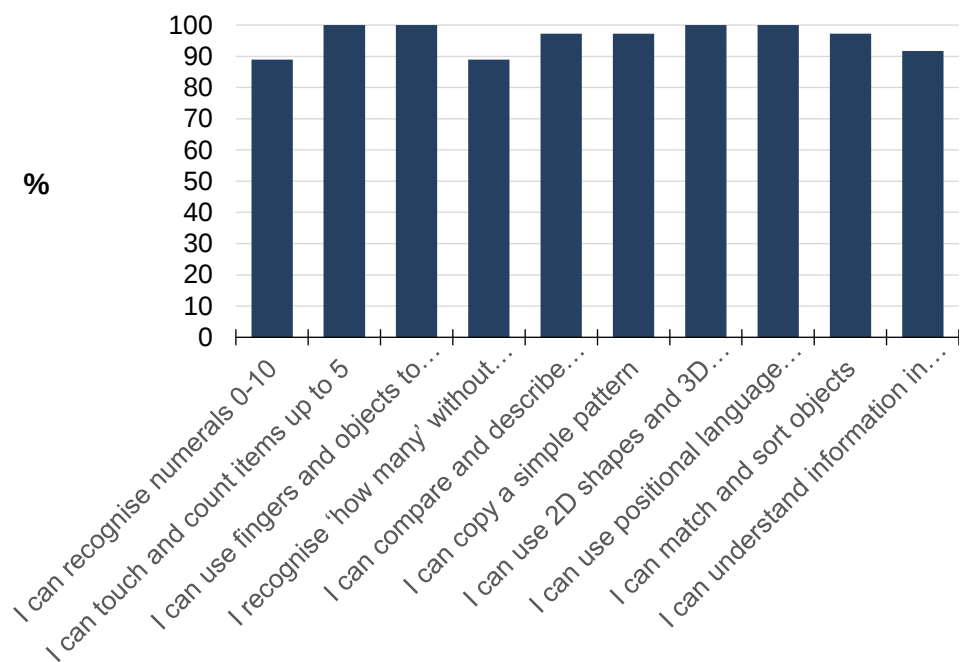
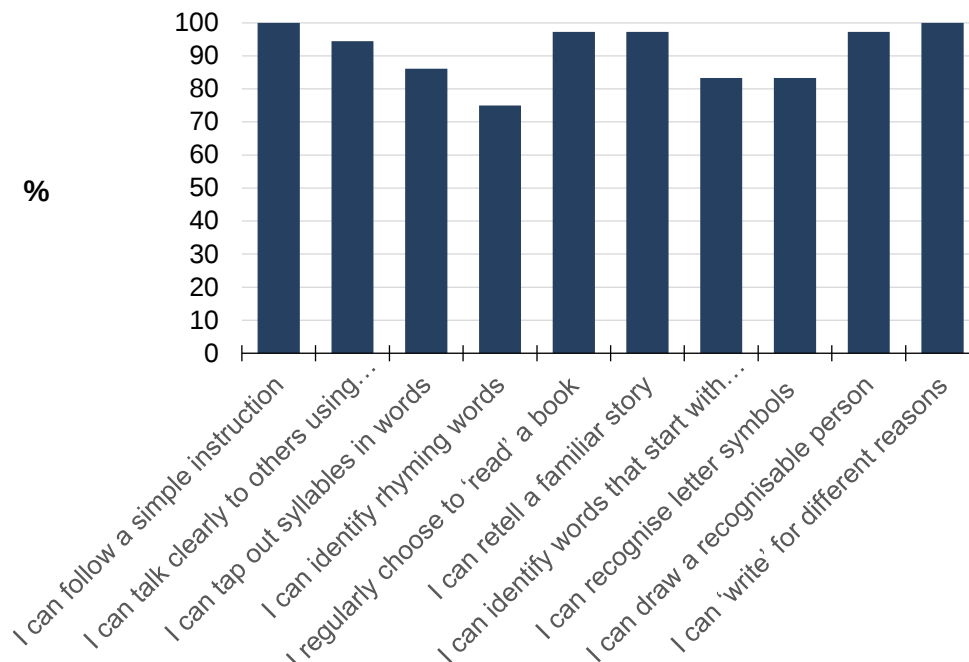
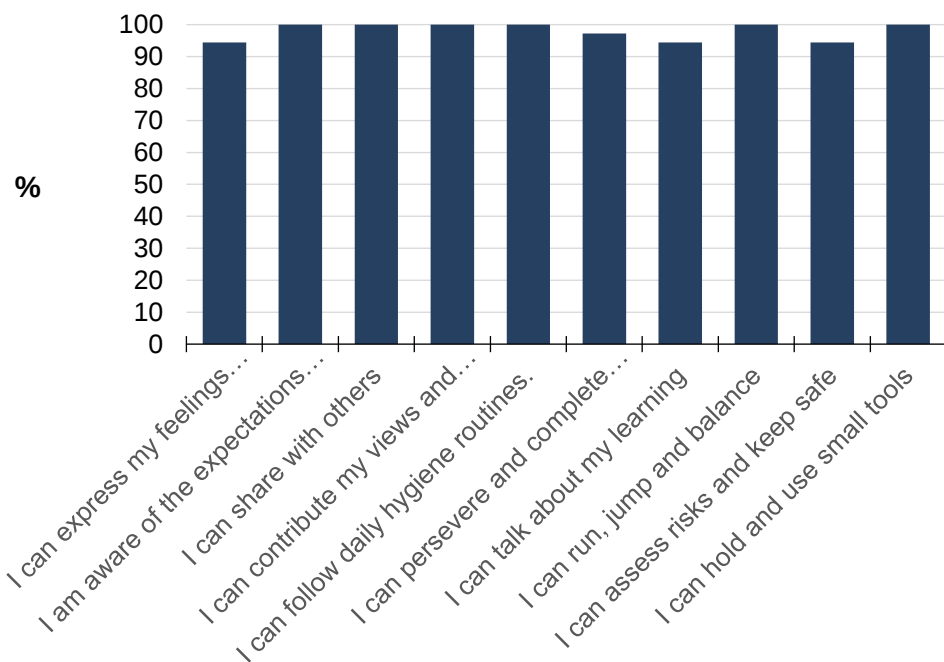


Struthers Early Years Centre



IMPROVEMENT PLAN: 2025 - 2026

Developmental Milestones 2024 – 2025



Areas for development

- Phonological awareness – rhyming words, syllables, initial sounds
- Subitising and number recognition

Priority 1: Leadership and Management					
Quality Indicators: 1.1 Leadership and Management of Staff and Resources 1.2 Staff Skills, Knowledge, Values and Deployment 1.3 Leadership of Continuous Improvement 3.3 Learning, Teaching and Assessment 4.1 Nurturing Care and Support					
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)	Update and Impact
High quality effective leadership at all levels across the centre	• Clear roles, remits and responsibilities for all staff • A shared vision, values and aim developed in partnership with children, families and staff ◦ Next step – shared with families, make visible in the centre, involve children • Leadership training opportunities • Staff involvement in self-evaluation or practice and identifying priorities to develop ◦ Next step – support staff confidence in carrying out effective and deep dive self-evaluation using new quality framework • Consultation with families on quality of service being provided and actions to improve ◦ Next step – feedback gathered for self-evaluation areas, carry out general survey of families for feedback on provision at October break • A clear improvement plan and priority areas • Leadership roles for all staff on priority areas with a clear plan to progress and improve the service • Effective tracking and monitoring systems implemented • Quality assurance and self-evaluation at the heart of centre improvement leading to positive identifiable change • Mentoring opportunities • Visits to other early years centre’s ◦ Photograph’s of other centre environments gathered and shared with staff ◦ Next step – staff swaps arranged with other stand alone EYC’s • Development a cluster network of EYP’s and SEYP’s for practice sharing and moderation • Clear, visible management presence for children, families and staff.	Martin Leadership Team Leadership groups Families	August 2025 – June 2026	• Families will be aware of centre improvement priorities, the approaches to develop these • Positive feedback from families and partners • Evidence of feedback being used to inform centre changes and improvements • Increased staff confidence in leadership • Evidence of impact of self-evaluation and quality assurance • Monitoring and tracking systems in place and used effectively to lead to positive change for children	Term 1 Update All staff have clear roles and responsibilities with remits in place and understood. All staff have leadership roles and are involved in improvement group planning for priority areas. Depute involved in SAC Leadership program Cluster network arranged for October in-service day Quality assurance processes in place and beginning to be implemented. Areas of improvement identified by leadership and staff, family feedback is being used to inform next steps. Monitoring and tracking calendar in place to track changes across the session. New staff are paired with a mentor during their induction process to support their transition in to their role Drop off procedure developed to ensure management presence at drop off and pick up to be the face of the centre and build positive relationships. Almost all families who responded to survey report feeling welcomed to the centre, <i>“ I like that management stand at the doors and know each child’s name. This is a personal touch and also heightens security by having more members of staff at the front doors.”</i>

Priority 2: Learning, Teaching and Assessment					
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)	Update and Impact
Children will be provided with high quality learning experiences in an environment which supports the development of all children	• Development of playrooms to be welcoming, nurturing and engaging for all children • Develop planning processes to ensure that all staff are confident in providing high quality learning for all children • Implement tracking of learning using Learning Journals to evidence children’s achievements • Quality assurance processes carried out to develop high quality planning • Playroom observations • Learning Journals monitoring • Training for staff in providing high quality interactions for all children • Nurture training focusing on Nurture Principle 1 – All Learning is Understood Developmentally ○ Staff survey complete Oct 25 • Implementation of ASN tracking and milestones to effectively track children’s learning and progress • Implementation of effective staged intervention targets to remove barrier to learning • Senior EYP trained in mathematical thinkers training to upskill team and share practice	Martin / Pauline Daena / Nadine / Lynsey Whole team approach Nurture Team Inclusion Leadership Group Literacy and Communication Improvement Group Maths and Numeracy Improvement Group	September 2025 – June 2026	• Nurture questionnaire analysis of staff confident in nurturing approaches • Clear and consistent planning carried out • Evidence of children experiencing high quality learning experience on learning journals and through playroom observations • All children making progress in their learning • Children with identified ASN will make progress in their learning and development • ASN milestone data assessments • Achievement of developmental milestones • Literacy and Maths and Numeracy audits will evidence improvements in playroom environment	Term 1 Update Playrooms have been redeveloped with most play spaces providing stimulating and engaging learning experiences for children. Staff continue to work to further develop all play areas to a high standard. Planning quality assurance complete and identified actions informing next steps Playroom observations carried out and next steps identified Most staff are becoming confident in using learning journals – continued monitoring will ensure these are consistently high quality Nurture audit complete and information shared with nurture team to inform training session in November ASN tracking in place for identified children Intensive interaction training complete 08-10-2025 – staff to further reflect and implement

Leadership Improvement Groups 2025 - 2026							
	Children’s Rights – UNCRC	Community	Language, Communication and Literacy	Maths and Numeracy	Health and Wellbeing	Outdoor Learning	Inclusion
What does this include	• Self-evaluation • RRS Award • Making children’s rights visible across the centre • Children, families and staff aware of children’s rights	• Parental engagement • Parent council • Family learning • Home learning	• Communication friendly environment • Makaton • Literacy audit • Developing practice across the centre	• Implementing mathematical thinkers • Numeracy rich environments • Embedding high quality maths learning	• Children’s wellbeing • Physical and emotional development • Staff wellbeing • Play on pedals	• Forest schools • Outdoor spaces • High quality outdoor learning in centre and community	• Ensuring approaches to supporting ASN learners are in place
Who is leading on this	Georgie (Lead) Carly Kara Martin	Clare (Lead) Suzanne Shayna Alison	Pauline (Lead) Nadine Gillian Kristie Lea-Anne Lynsey	Daena (Lead) Cindy Jessica Amy	Nadine (Lead) Jessica Eilidh Charlene Angela	Tracy (Lead) Lisa Freda	Martin (Lead) Anna Gillian Angela