

**Wallacetown Early Years
Centre**

IMPROVEMENT PLAN: 2019-2020



Vision

At Wallacetown Early Years Centre we will strive to become an Early Years Centre capable of continuous improvement, renowned for the high quality of early learning, childcare, support and nurture that we provide for our children and families.

In all aspects of our work, we:-

- Have fun!
- Ensure that staff, parents, carers and children are treated with integrity, impartiality, fairness, tolerance and mutual respect
- Value diversity, promoting social inclusion, in an environment where everyone is welcome.
- We promote development through parental involvement and the wider community.
- We will continue to be a “family friendly” setting

Values

As part of our school development work we have created ' learning values' which we promote within the centre. These values represent key areas we wish all the children at Wallacetown to develop.



AIMS:

At Wallacetown Early Years Centre we aim to –

- Offer inclusive early learning and childcare of the highest quality.
- Provide a warm and caring environment in which every child feels safe, secure and happy.
- Provide a high quality of education and care where children can explore and investigate an imaginative and challenging environment.
- Provide carefully planned learning activities which meet the individual needs of each child enabling them to make progress and develop at their own pace.
- Value each child as an individual and to help them develop self-confidence and a sense of achievement.
- Establish close working relationships with parents and carers to enable them to feel fully involved in their child's learning and development.
- Maintain the highest standards of education and care through a commitment to the professional development and ongoing training of all members of staff.

South Ayrshire Council Plan

- Effective Leadership that promotes fairness
- Reduce poverty and disadvantage
- Health and care systems that meet people's needs
- Make the most of the local economy
- Increase the profile and reputation of South Ayrshire and the council
- Enhanced environment through social, cultural and economic activities

Children's Services Plan

- Ensure South Ayrshire's children get the best start in life, it is the best place to grow up, and all children and young people are successful learners, confident individuals, responsible citizens and effective contributors.
- Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire.
- Ensure children and young people who are looked after or are care leavers are cared for and supported to improve their life experiences and life chances.
- Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.
- Ensure children and young people have a voice in influencing service delivery that affects their lives.

Educational Services Plan and National Framework Priorities

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employment skills and sustained positive school leaver destinations for all young people. The proportion of young people and adults with relevant qualifications is increased.

National Improvement Framework Drivers

- School Leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance information

What is our capacity for continuous Improvement 2019-20

Self-evaluation for self-improvement is at the heart of Wallacetown EYC. We recognise the importance of meaningful partnerships to meet the needs of children and families and we use HGIOELC, BtA, Birth-3 and many other supporting frameworks to help us plan for continuous improvement.

This session our focussed quality indicators are:

- 2.2 Curriculum
- 1.2 Leadership of Learning
- 2.7 Partnerships
- 3.2 Securing children's progress
- 2.3 Learning, teaching and assessment

Evidence will be collected throughout the session to show our strengths and developments. We will support staff to engage in CLPL and to visit other centres to ensure a shared understanding of quality experiences and engagement, underpinned by our centre values, which will ultimately, shape learning, shape environments and shape continuous improvements for our children and families.

Priority 1:- Improvement in attainment – Mathematics and Numeracy, closing the attainment gap

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>Improve children's outcomes in maths and numeracy and close the poverty related attainment gap</p>	<p>Continue to offer CLPL in Investigative Numeracy & Subitising to upskill new and current staff improving practitioner knowledge and skills to support children</p>	<p>Wilma Queen Karen Low</p>	<p>August 2019 – June 2020</p>	<p>Current measure 58% of children achieving all developmental milestones in maths and numeracy, aim for 80% by June 2020.</p>
	<p>Parental Workshops Care plan and parents meetings to be planned to support learning at home with relevant milestone bags</p>	<p>Wilma, Karen, Rohais & Alexis</p>	<p>October 2019- June 2020</p>	<p>Current measure of 82% achieved milestone "I can use language of measurement and comparison appropriately during play activities' aim to increase to 90% by June 2020.</p> <p>Number of parents attending workshops</p>
	<p>Engage staff in assessment and moderation activities around maths and numeracy milestones Moderate e-profiles across the centre</p>	<p>Wilma, Karen, Rohais & Alexis</p>	<p>October 2019 – June 2020</p>	<p>Current measure 77% of children achieved milestone "I can count using a (floor) number track, knowing that I can start at) or other number" aim to increase to 85% by June 2020</p>
	<p>Increased opportunities for children, staff and parents to engage in the process of self-evaluation to support improved outcomes for learners in numeracy 4 consultations over year Responses to surveys/consultation</p>	<p>All Staff</p>	<p>October 2019 – June 2020</p>	
	<p>Monitoring and tracking children's progress with a focus on children in Q1 and Q2 Individual Milestone Data BGE Holistic Assessment tracker Targeted Group tracker</p>	<p>Karen, Wilma Elaine</p>	<p>Aug 2019- June 2020</p>	

	<p>Digital Learning opportunities for children and parents to access at home via twitter & web site Milestone website to be piloted with 10 families Weekly progress to be recorded Staff will mirror this in centre</p> <p>Roll out in one playroom and then across the centre</p> <p>Resources and games to be set up on interactive tables to support learning Guide for publishing E-Portfolios on line to be created and used to support CLPL across South Ayrshire</p>	<p>Stephanie Haywood</p>	<p>August 2019 – June 2020</p>	<p>Baseline to be created October 2019 and to increase by 15% by June 2019</p>
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Priority 2 : Improvement in children’s Communication and Language, closing the gap

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>Improve children’s outcomes in communication and language and close the poverty related attainment gap</p>	<p>Continue to offer CLPL in phonological awareness to upskill new and current staff to improve practitioner knowledge and skills to support children</p>	<p>Elaine</p>	<p>August 2019- June 2020</p>	<p>Current measure of 85% achieved “I can listen and identify words that rhyme” increase to 90% by June 2020.</p>
	<p>Monitoring and tracking children’s progress with a focus on children in SIMD focus on Q1 and Q2</p>	<p>Karen Low Wilma Queen Elaine</p>	<p>August 2019- June 2020</p>	<p>Current measure of 62% achieved “I can recognise & name some letters” increase to 80% by June 2020.</p>
	<p>Individual Milestone Data BGE Holistic Assessment tracker Targeted Group tracker</p> <p>Engage staff in assessment and moderation activities around communication & language</p>	<p>Wilma Queen</p>	<p>August 2019- June 2020</p>	<p>95% of children achieved milestone “ I can talk about what I am learning” June 2019. Increase number of children who can share and talk about their learning to 97% by June 2020</p>
	<p>Increased opportunities for children and parents to engage in the process of self-evaluation to support improved outcomes for learners in communication & language Parental Workshops</p>	<p>All staff Wilma, Karen, Rohais & Alexis</p>	<p>August 2019 – June 2020</p>	<p>87% of children achieved milestone “I can draw a picture and tell my own story about it” Increase to 92% by June 2020</p> <p>Baseline to be created October 2019 and to increase by 15% by June 2019</p>

Priority 3 : Improvement in children’s health and well being

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>Improve children’s outcomes in health and well being</p>	<p>Continue to develop Play on Pedals programme Emma train the trainer programme for Authority. Raise profile of POP – Timetable created to ensure all pre-school children have access to programme across the session Parental information at start of session Celebrate success in profiles Whole Centre Display</p>	<p>Emma Hart</p>	<p>September 2019 – June 2020</p>	<p>Play on Pedals– June 2019, 70 pre-school children participated in PoP with 37 progressing to pedal bike. Increase children progressing to pedal bike by 10% by June 2020</p>
	<p>All staff to undertake Staged Intervention/ GIRFEC training - SAC - CLPL calendar Temporary staff & students given relevant training at induction All staff to have CP detail on badge Develop Staged Intervention leaflet for staff TAC meetings/minutes SI paperwork</p>	<p>All staff Diane</p>	<p>August 2019</p>	
	<p>Review current 2-3 planning to meet the needs of all in line with SAC recommendations Floor book to include child/parent voice</p>	<p>2-3 staff Rohais Fiona Reid</p>	<p>Aug 2019 – Jan 2020</p>	
	<p>Monitoring and tracking children’s progress with a focus on children in SIMD focus on Q1 and Q2 Individual Milestone Data BGE Holistic Assessment tracker Targeted Group tracker</p>	<p>Diane All Staff Rohais</p>		

<p>To promote healthy eating habits in line with national guidance on childhood obesity</p>	<p>Bringing Generations Together – Partnership with South Lodge Care Home & Limond’s Wind Sheltered Housing Create shared plan of weekly activities</p>	<p>Michelle Parkin All staff</p>	<p>August 2019- June 2020</p>	
	<p>Create a visual display to include the voices of all generations</p>		<p>August 2019 – January 2020</p>	
	<p>Building positive relationships and respect across generations</p>	<p>Linzi</p>		
	<p>Improve indoor and outdoor environments for 2 year olds to include more realistic, heuristic and schematic play opportunities in consultation with all stakeholders</p>		<p>August 2019 – January 2020</p>	<p>Floor book will give visual evidence of meaningful engagement across all areas.</p>
	<p>Monitor snacks presented to children who attend all day Staff training in portion control Consult with SAC catering services Establish a ‘free from’ day</p>	<p>All staff</p>		<p>Current Measure 90% In Milestone ‘I can show I understand that eating more of some types and less of others is good for health’ Increase by 5% by June 2020</p>

Priority 4 – NIF: An empowered and collaborative system

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>To support our children to participate in their own learning</p>	<p>Visualise children’s voice across the centre, in profiles & in personal care plans</p> <p>Register as a Rights Respecting Centre Staff to register as ‘Unfearties’</p> <p>Centre displays</p> <p>Increased confidence in children</p> <p>Encourage children to lead learning at stay and play</p> <p>BGE data</p> <p>Increase family engagement in the life of the centre</p> <p>Consult with staff to establish training requirements</p> <p>Develop sustainable community links</p>	<p>Gillian & Barbara</p> <p>All staff Children Families</p> <p>Elaine & Diane Rohais/Marie McHarg/Julia</p>	<p>August 2019- June 2020</p>	<p>Currently 2 staff members are unfearties – Increase this to 10 by December 2019</p> <p>Baseline to be created January 2020</p>

Maintenance: Improvement in employability skills and sustained positive destinations for all

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>Improving children’s awareness of the world of work and developing their skills for learning and skills for life</p>	<p>Parental engagement</p> <ul style="list-style-type: none"> • Work • Other skills <p>Addressing gender stereo types</p> <ul style="list-style-type: none"> • Visits from people who help us male/female <p>Visits to and from local businesses</p> <ul style="list-style-type: none"> • Community engagement champion • Support from parents as helpers to facilitate visits and trips <p>Setting up activities and experiences across the EYC that reflect the world of work</p> <ul style="list-style-type: none"> • Playrooms • Xmas Fayre • Bake sale • Enterprise projects children fully involved 	<p>All staff</p>	<p>August 2019 – June 2020</p>	<p>All experience a curriculum through which they learn about the world of work and job possibilities and which makes clear the strengths and skills needed to take advantage of these opportunities</p>