



South Lanarkshire Council

**ELC Improvement Plan and Standards and Quality Report
2025/2026**



Kirklandpark Nursery

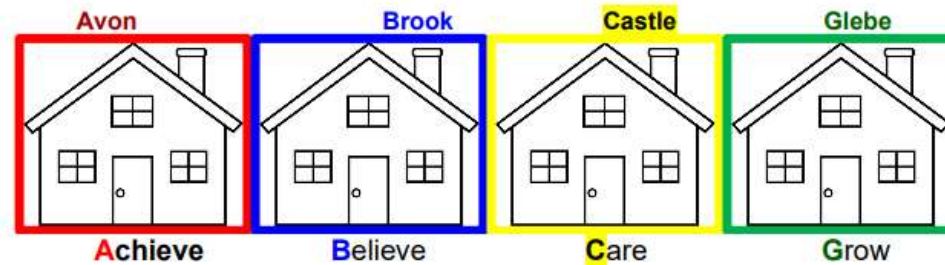
ELC Improvement Plan and Standards and Quality 2025/2026

Context of ELC setting

Our ELC setting:

Kirklandpark Motto: Open Hearts, Open Minds and Open Doors.

Kirklandpark Values: Achieve, Believe, Care and Grow with each one being identified by our houses; Avon, Brook, Castle and Glebe.



Kirklandpark Vision: It is our vision for every child in Kirklandpark Primary and Nursery to achieve their full potential by developing their knowledge and skills through challenging learning experiences in a nurturing, positive and motivating environment where high expectations are set, and success is celebrated.

Kirklandpark Aims:

- Provide a safe, nurturing and engaging environment in which our children develop positive attitudes, good self-esteem, resilience and become confident individuals.
- Give children the opportunity to explore emotions, cultures and beliefs to foster respect and understanding for others and themselves.
- Create stimulating experiences which promote positive attitudes towards learning, independence, intellectual development and enquiring minds.
- Enable all children to access an inclusive education that provides support and challenge to encourage them to fully develop their skills and talents for life, learning and work.
- Work in collaboration with partners (parents, carers, local / wider and learning community and other agencies) to enhance and support learning opportunities, share good practice and facilitate smooth transitions, enabling them to become effective contributors in society.

At Kirklandpark, our nursery class offers 1140 hours and can accommodate approximately 32 children in our 3-5 years playroom. We provide a secure and friendly environment where all our children are given the opportunity to learn through play.

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ELC Profile

	Manager/ Head of Establishment	Depute	Team Leader	Early Years Practitioners	Early Years Support Worker	Trainee/ Apprentice	Nursery roll	
	Mrs Dawn Laing	Miss Fiona Mackenzie Mr Alan Hepburn	Mrs Emma Forsyth	Mrs Michelle Seery Mrs Selina Murphy Mrs Victoria McClure Ms. Michelle Moffat Mrs Iwona Sabiniarz	Mrs Andrea Bryson	N/A	N2 (0-2 year olds)	
							N3 (2-3 year olds)	
							N4 (3 years olds)	21
							N5 (4 years olds)	6
							Deferred	4

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Strategic Priority 1 Improvement Planning and Standards and Quality Reporting for 2025/2026

Priority 1: To continue to develop and implement high quality teaching and learning experiences in Literacy.				
<u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Outcomes</u> Globally respected empowered, responsive education system; leadership, accountability and improvement Inclusive and relevant curriculum and assessment	<u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Choose an item.	<u>Quality Improvement Framework QI's (select from drop down menus)</u> Children experience high quality spaces Curriculum (not childminders) Learning, Teaching and Assessment (not childminders)		
Rationale for strategic priority	Outcome (Intended impact)	Operational activity and Time scale	Measures	ELC Lead
To provide rich, stimulating and challenging experiences to motivate learners and develop Early Literacy skills. Make effective of observation to inform future learning and identify the progress made across Literacy. To build staff capacity for improvement by developing pedagogy through a range of approaches to professional learning including collegiate working.	To further develop pupil's knowledge of rhyme and phonological awareness. Improve levels of engagement through reading experiences and opportunities.	<u>Reading</u> - By September 2025, practitioners will plan for reading through 'Book/Rhyme/Sound of the Month'. - By October 2025, Staff will develop Literacy Story Sacks that have a focus on questioning, rhyme, phonological awareness, letter names/sounds and link with digital technologies. - By December 2025, nursery staff will receive Book Bug Training to deliver sessions throughout the year, developing early Literacy skills and providing opportunities for parental engagement. - In October, February and May 2025/2026, all practitioners will	Planning documents and learning walls will reflect experiences from new initiatives. Tracking and monitoring will highlight termly progress. Learning Journals will show pathways and improved outcomes linked to reading, writing, phonological awareness and T&L. Leuven Scale of Engagement will be carried out termly to show individual progress of pupils. Parental feedback forms will be issued to gather data on the impact of 'Story Sacks' and 'Grab and Go' bags. Self-evaluation and audit using TWCAWW/ HGIOELC.	Victoria McClure (Key Worker) All Key Workers

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		monitor and evaluate children's engagement in reading through the Leuven Scale. Using the data, adapt experiences on offer in the playroom.		
	To further develop staff knowledge and understanding of writing at Early level through Talk for Writing and Improving Our Writing initiatives.	<u>Writing</u> By June 2026, all practitioners to undertake Talk for Writing/ IOW (Improving Our Writing) training.		Fiona Mackenzie (Acting DHT)
	To further develop opportunities Talking and Listening spaces within the playroom. To improve pupils gross motor skills through movement linked to song and rhyme.	<u>Talking and Listening</u> - In August 2025, staff will participate in 'Musical Markers' training to enhance gross motor skills and knowledge of rhyme. - From August 2025, staff will incorporate musical instruments into the playroom, allowing pupils to actively listen, discriminate sounds and enhance syllable segmentation. - By October 2025, staff will develop 'Grab and Go' sound, syllable and initial sound bags.		Emma Forsyth (Team Leader) All Key Workers
Progress and Impact			Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda	

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Strategic Priority 2 **Improvement Planning** and **Standards and Quality Reporting** for 2025/2026

Priority 2: To further develop pupils' knowledge and understanding of sustainability.				
<u>NIF Priority (select from drop down menus)</u> Placing the human rights and needs of every child and young person at the centre of education <u>NIF Outcomes</u> Globally respected empowered, responsive education system; leadership, accountability and improvement Inclusive and relevant curriculum and assessment	<u>SLC Priority (select from drop down menus)</u> Empower learners to shape and influence actions on sustainability and climate change Support children and young people to develop their skills for learning, life and work	<u>Quality Improvement Framework QI's (select from drop down menus)</u> Play and Learning Curriculum (not childminders) Staff skills, knowledge, values and deployment		
Rationale for strategic priority	Outcome (Intended impact)	Operational activity and Time scale	Measures	ELC Lead
To develop experiences and opportunities for pupils to fully recognise the importance of climate, social justice, equality and outdoor learning for their future.	To further develop our spaces in the playroom to provide further opportunities for our pupils to learn about sustainability. To develop pupil's awareness of sustainability, exploring issues such as climate, social justice and equality through the United Nations Global Goals. To provide opportunities to deepen our learners understanding of sustainability through outdoor learning.	- By September 2025, staff will audit and evaluate resources and spaces available linked to learning for sustainability. - By December 2025, staff will develop provocations/ spaces for pupils to develop knowledge of sustainability. - By October 2025, staff will use the United Nations Global Goals provocation cards, incorporate sustainability when planning across the curriculum. - By September 2025, staff will incorporate aspects of	Planning documents and learning walls will reflect IDL experiences linked to sustainability. Tracking and monitoring will highlight termly progress. Learning Journals will show pathways and improved outcomes. Forest Friday floor book will document progress and incorporate pupil voice.	Iwona Sabiniarz (Key Worker) Michelle Seery (Key Worker) All Key Workers

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		sustainability into Forest Friday activities.		
Progress and Impact			Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda	

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Strategic Priority 3 **Improvement Planning** and **Standards and Quality Reporting** for 2025/2026

Priority 3: To improve the wellbeing of our learners by embedding an attachment and trauma sensitive approach in the nursery.				
<u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Outcomes</u> Young people's Health and Wellbeing; enhance impact of GIRFEC and partnership working Improving relationships, behaviour and attendance	<u>SLC Priority (select from drop down menus)</u> Improve Health and Wellbeing to enable children and families to flourish Ensure inclusion, equity and equality are at the heart of what we do	<u>Quality Improvement Framework QI's (select from drop down menus)</u> Nurturing Care and Support Wellbeing, inclusion and equality (not childminders) Staff Skills, knowledge and deployment		
Rationale for strategic priority	Outcome (Intended impact)	Operational activity and Time Scale	Measures	ELC Lead
To improve the wellbeing of our learners by embedding the SLC Attachment strategy, in line with GIRFEC, by responding to distressed behaviours in an attachment informed way to provide a secure base and a safe haven for our pupils.	To increase staff knowledge and understanding of Attachment and Trauma sensitive approaches. To increase staff knowledge and understanding of the Nurturing Principles. Work collegiately with P1-7 staff to achieve SLC Attachment pledges. To inform our parents, carers and families about Attachment to improve understanding and work in partnership with parents to improve wellbeing.	By February 2026, staff will undertake training in Emotion coaching to support relationships and improve pupil wellbeing. By October 2025, all staff will work with L. Burns to develop knowledge and understanding of the Emotion Works programme. By October 2025, staff will plan and implement Emotion Works within HWB to support pupils' self-regulation strategies. August 2025- June 2026: Staff will work collegiately with P1-7 towards the learning outcomes for our third pledge- 'See the Whole Person'. By June 2026, staff will provide opportunities for parents, carers and families to further develop their knowledge and understanding of	Observations of improved wellbeing in our pupils, for example transitions and self-regulation. Staff survey to gauge confidence levels of implementing Attachment and Trauma Informed approaches. Parental survey to gather data about the understanding and feelings of our parents on Attachment. Evidencing our practice through GLOW blogs to achieve pledges.	Fiona Mackenzie (Acting DHT) Lisa Burns (Acting PT) All Key Workers

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		Attachment and Trauma Sensitive approaches.		
Progress and Impact			Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda	
<i>What Difference did we see? What did we achieve? What does data tell you?</i> <i>Evidence collected to inform self-evaluation.</i> <i>Include bullet points throughout the year on progress of the above.</i> <i>Evaluative statement to be written at end of term as would be in you S&Q.</i>			<i>Clear next steps to be identified based on evidence and decision if this continues to be further strategic priority or moves ton maintenance.</i> <i>Similar to what has been added to the rationale above.</i>	

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Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Key workers will continue to promote and implement children's rights through the UNCRC by: - Updating our UNCRC display regularly and refer to children's rights within the playroom. - Provide further opportunities for parental engagement through stay and play. - Create home links challenges each month relating to the Global Goals. - Continue to work collegiately with the P1-7 Rights Committee. - Create a nursery newsletter to inform parents about learning of rights in our nursery. - Evidence learning linked to rights through our floor book.	Selina Murphy	June 2026
Key workers will continue to promote and implement Numeracy by: - DHT to deliver further training on Number Talks. - Continuing to develop our Numeracy home learning packs. - Audit Numeracy spaces and interactions to adapt our playroom. - Further develop numeracy spaces to enhance teaching and learning of Numeracy. - Create a Numeracy display to track learning journeys. - Together We Count booklets to be issued to parents.	Michelle Moffat	June 2026

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Early Years' Self Evaluation of Quality Indicators from Quality Improvement Framework – SQIP 2025/26

Quality Indicator	Setting Evaluation
Leadership: Leadership and Management of staff and resources	
Leadership: Staff skills, knowledge, values and deployment	
Leadership: Leadership of continuous Improvement *Not Childminders*	
Children Thrive and develop in Quality Spaces: Children experience high quality spaces	
Children play and learn Play and Learning	
Children play and learn Curriculum *Not Childminders*	
Children play and learn Learning, teaching and assessment *Not childminders*	
Children are supported to achieve Nurturing Care and Support	

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Children are supported to achieve Wellbeing, inclusion and equality *Not childminders*	
Children are supported to achieve Children's progress *Not childminders*	
Children are supported to achieve Safeguarding and Child Protection	