



South Lanarkshire Council

ELC Improvement Plan and Standards and Quality Report 2023/24



Woodhill Early Learning and Childcare

ELC Improvement Plan and Standards and Quality 2023/24

Context of ELC setting

Our ELC setting:

Woodhill ELC is situated within the village of Kirkmuirhill and has been opened since September 2020. We offer provision that supports the learning and development of children aged between two to five years.

Woodhill ELC operates 52 weeks of the year, between the hours of 8am to 6pm Monday – Friday. We offer 1140 Hours of Early Learning and Childcare to all children aged three to five years and eligible two year olds. We provide a variety of flexible patterns of attendance to support families within the local community.

We play an active role within the Lesmahagow Learning Community and are a valued and respected service and have established links with businesses and local services in the area. We have close relationships with other educational establishments, in particular around transition planning, which ensured all children transitioning from nursery to primary experienced successful, well-planned transitions. We are committed to further enhancing our community partnerships within our local and wider community.


Our vision values and aims reflect the needs of our children and families and local community and are firmly embedded in our practice. Our dedicated staff team ensure these are at the heart of everything we do!

We welcomed Care Inspectorate into our setting in July 2022, receiving very good grades overall and were inspected using the Quality Framework, these grades were reflective of the commitment of all staff that ensured a high quality, early learning and childcare experiences were provided to all children and families who used the service.

Our feeder schools are: Blackwood Primary, Bent Primary, Woodpark Primary, St John's Primary, Coalburn Primary and Milton Primary.

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ELC Profile

|  | Manager/ Head of Establishment | Depute | Team Leader | Early Years Practitioners | Early Years Support Worker | Trainee/ Apprentice | Nursery roll | |
|---|--------------------------------------|------------------------------|----------------|--|--------------------------------------|------------------------|--------------------|----|
| | 1 | 1 | 0 | 10 | 2 | 1 | N2 (0-2 year olds) | |
| | Yvonne Bain (acting) | Claire Reilly (acting) | | Amy Thomson Chloe Carmichael Hazel Smith Isabell Gallacher Julie Stewart Kim McMurdie Megan McConaghy Senga Barton Sharon Harkin Erin McCafferty | Lynsey Muir Nicole Hamilton | Sophie Bond | N3 (2-3 year olds) | 20 |
| | | | | | | | N4 (3 years olds) | 20 |
| | | | | | | | N5 (4 years olds) | 31 |
| | | | | | | | Deferred | 4 |

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Strategic Priority 1 Improvement Planning and Standards and Quality Reporting for 2023/2024

| Priority 1: To develop a curriculum framework based firmly on play and active learning, which is stimulating and engaging and offers all children challenge and enjoyment. | | | | |
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| <u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Curriculum and assessment School and ELC improvement | <u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Support children and young people to develop their skills for learning, life and work | <u>HGIOELC QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning teaching and assessment 3.2 Securing children's progress | | |
| Rationale for strategic priority | Outcome (Intended impact) | Operational activity and Time scale | Measures | ELC Lead |
| <ul style="list-style-type: none"> Children to have access to a curriculum, which is stimulating and provides breadth and depth across their learning. | <ul style="list-style-type: none"> All children will experience a broad and balanced curriculum, which encompasses the principles of Curriculum for Excellence. All children will make progress within the curriculum, particularly in relation to Literacy and English, Mathematics and Numeracy and Health and Wellbeing | <ul style="list-style-type: none"> New planning format, which has been devised – implement from August 2023. Monthly monitoring will take place to assess the quality in the opportunities provided, starting in September 2023. Staff to deliver forest adventure sessions within greenspaces in the community – begin implementing by end of September 2023. Numeracy challenge sessions to be offered at least once per week by end of September 2023. Nurture sessions to be delivered in two groups per week by end of October 2023 | <ul style="list-style-type: none"> Planning sheets and learning walls will record the experiences/opportunities on offer. Children's tracking and monitoring will record the progress made across their learning. Learning journals will show clear learning pathways and improved outcomes, relating to literacy, numeracy, health, and wellbeing and across the curriculum. Woodhill monthly will share everyday practice and showcase the high quality opportunities children have access to. | <p>All practitioners</p> <p>The Head and Depute Head of Establishment</p> <p>Literacy Co-Ordinators – Isabell and Hazel</p> <p>Numeracy Co-Ordinators – Sharon and Chloe</p> <p>Health and Wellbeing Co-Ordinator – Julie</p> |

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| | | <ul style="list-style-type: none"> Cooking/baking sessions to be offered at least once per week by end of September 2023. Introduce a book of the month beginning in September 2023 – August 2024. | | Amy & Chloe |
| <ul style="list-style-type: none"> Children to develop a positive attitude to learning through an active learning approach using real life and imaginary situations. | <ul style="list-style-type: none"> All staff to use a consistent approach and view children as capable and competent active learners. All staff to be aware of their role in supporting children to lead their own learning. | <ul style="list-style-type: none"> Staff to develop a shared understanding of the term “active learner” through research and guidance – power point to be delivered at August in-service day 2023 Staff to create a curriculum rationale that reflects the pedagogy at Woodhill ELC – November in-service day 2023. Staff to develop an understanding of how to skillfully interact, knowing the difference between interacting/interfering and higher order thinking – August in-service day 2023. August 2023-2024 | <ul style="list-style-type: none"> Alternative monthly room monitoring and critical friend evaluations will record staff’s approach and interactions. Children can demonstrate that they are confident individuals, successful learners, effective learners and responsible citizens. Staff use skilled questioning, and interact in a sensitive, responsive and stimulating way, This will be evidenced through critical friends and playroom observations. Informal and formal observations demonstrate that staff understand “the role of the adult” within an ELC setting. | <p>Management and staff team.</p> <p>Children</p> |
| <ul style="list-style-type: none"> The learning environment should be rich in opportunities for children to engage with concepts and foster skills for learning, such as reasoning, creativity and problem solving. | <ul style="list-style-type: none"> The environment is set up to include opportunities for children to apply, investigative and problem solve through play. | <ul style="list-style-type: none"> The learning environment will be enhanced in line with best practice guidance and to reflect the needs of our children. August 2023-August 2024. All staff to ensure that all children have access to open-ended play materials to extend their creativity and thinking. August 2023-August 2024 | <ul style="list-style-type: none"> Termly TWCAWW audits ensure the learning environment is of high quality and includes the provision of open-ended and natural resources and adaptability of space. Through the eyes of the child, audit tool will be used to evaluate from a child’s perspective. October, January and May. | <p>Management and staff team.</p> <p>Room ambassadors – Isabell and Megan</p> |

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| <ul style="list-style-type: none"> To nurture an enterprising culture through delivering real life opportunities working in partnership with the community. | <ul style="list-style-type: none"> Children will develop and sense of belonging and feel valued within the community. Children will have rich and meaningful opportunities to apply their developing skills as active participants in the community. | <ul style="list-style-type: none"> Provide regular opportunities to attend group experiences to learn about the world of work including: book bug, healthy valleys and other community organisations. August 2023-August 2024. | <ul style="list-style-type: none"> Partnership boards evidence the regular partnership opportunities children take part in and their positive impact. Children demonstrate that they feel valued and understand the impact their contributions within the local community. Children use their knowledge gained to make links between learning, life and work. | <p>Staff team.</p> <p>Working party groups: Literacy Numeracy and Health and Wellbeing</p> |
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| Progress and Impact | | | | Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda |
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Strategic Priority 2 **Improvement Planning** and **Standards and Quality Reporting** for 2023/2024

| Priority 2: To develop practitioner's professional knowledge and empower them to actively develop leadership skills at all levels to benefit the quality of provision which we provide for our children and families | | | | |
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| <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 Driver</u> School and ELC leadership Teacher and practitioner professionalism | <u>SLC Priority (select from drop down menus)</u> Support children and young people to develop their skills for learning, life and work Ensure inclusion, equity and equality are at the heart of what we do | <u>HGIOELC Qis (select from drop down menus)</u> 1.3 Leadership of change 1.4 Leadership and management of practitioners 2.2 Curriculum | | |
| Rationale for strategic priority | Outcome (Intended impact) | Operational activity and Time scale | Measures | ELC Lead |
| <ul style="list-style-type: none"> All practitioners show a strong personal and collective commitment to our vision and to their professional values as outlined in professional codes of conduct and standards for registration with SLC and SSSC. | <ul style="list-style-type: none"> All staff to have a sound understanding of what is expected of them as a South Lanarkshire Council employee and adhere to these at all times. All staff to have a sound understanding of SSSC codes of practice and adhere to these at all times. | <ul style="list-style-type: none"> Staff to revisit their job profile to understand their roles and responsibilities. – November 2023. Staff to revisit the SSSC codes of practice to understand their responsibility as an early years professional. – November 2023 | <ul style="list-style-type: none"> Through appraisal processes, it is evident that staff are confident at fulfilling their duties as expected in their job profile. All staff will hold a valid SSSC registration and adhere to the codes of practice. | Management and staff. |
| <ul style="list-style-type: none"> Our high quality professional development and learning has a clear and positive impact on | <ul style="list-style-type: none"> Staff to apply their knowledge and skills gained from training opportunities to improve outcomes for children and families. | <ul style="list-style-type: none"> Staff will identify their training needs through appraisal process. August 2023-August 2024 Management will support staff to source appropriate training. | <ul style="list-style-type: none"> Staff training records will evidence their knowledge gained and the impact this has on children, families and the service. Staff demonstrate that the knowledge and skills they | Management and staff. |

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| outcomes for our children and families. | | <ul style="list-style-type: none"> Implement staff training records to record training, create action plan and measure the impact. Staff will attend training and apply knowledge gained in practice. | <p>have gained, this is clear in their practice and professional dialogue.</p> <ul style="list-style-type: none"> The quality of areas of the service will be enhanced as a result of upskilled staff, resulting in improved outcomes for children and families. | |
| <ul style="list-style-type: none"> There is a shared understanding of local and national curricular frameworks and guidance. | <ul style="list-style-type: none"> All staff have a sound understanding of the Curriculum for Excellence at early level, its 4 capacities and 7 principles. All staff have a sound knowledge of Realising the Ambition All staff use their knowledge to provide, and facilitate developmentally appropriate experiences for all learners. | <ul style="list-style-type: none"> Implement and use new planning format to gain further knowledge and experience using CFE and 7 principles. August 2023-August 2024 Revise celebration and achievement certificates in place, incorporating CFE four capacities. - December 2023 Unpack as part of planning process, at 2 weekly planning meetings. – August 2023 – August 2024. Use knowledge gained to plan effectively to meet children's needs. – August 2023 – August 2024. Planning sheets will be adapted to prompt discussions around local and national curricular frameworks. | <ul style="list-style-type: none"> Monthly monitoring of planning will take place to assess the staff's developing knowledge. Celebration and achievement observations uploaded onto learning journals will be monitored monthly, ensuring the four capacities are included. Planning sheets will refer to RTA, CFE e&o and benchmarks, evidencing the use of each document. Tracking and monitoring will be reviewed termly to monitor the impact on each child. | Management and staff. |
| <ul style="list-style-type: none"> There is a shared understanding in our setting of pedagogy and practitioners readily engage in debate and dialogue | <ul style="list-style-type: none"> All staff to understand the term pedagogy. Understand early level policy that shapes play pedagogy. Create a shared understanding of pedagogy within Woodhill. | <ul style="list-style-type: none"> Deliver power point at in-service day, exploring term pedagogy, using early level play pedagogy toolkit. – August 2023 Create a procedure/policy for play pedagogy at Woodhill | <ul style="list-style-type: none"> Play pedagogy will be evident through all practitioners practice. Staff will be able to confidently talk about play pedagogy through practice. | |

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| about ensuring high quality play. | | ELC at November in service day. – November 2023 – August 2024. | <ul style="list-style-type: none"> Procedure/policy will be visible in procedure manual and parent/carer handbook. | |
| Progress and Impact | | | Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda | |
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Strategic Priority 3 **Improvement Planning** and **Standards and Quality Reporting** for 2023/2024

| Priority 3: To achieve our first green flag award through Eco Schools by promoting more eco-friendly ways of life and sustainable practices. | | | | |
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| <u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> School and ELC improvement Curriculum and assessment | <u>SLC Priority (select from drop down menus)</u> Empower learners to shape and influence actions on sustainability and climate change Improve Health and Wellbeing to enable children and families to flourish | <u>HGIOELC QIs (select from drop down menus)</u> 2.2 Curriculum 2.7 Partnership 3.3 Developing creativity and skills for life and learning | | |
| Rationale for strategic priority | Outcome (Intended impact) | Operational activity and Time Scale | Measures | ELC Lead |
| For all staff, children and families to develop positive attitudes towards climate change, putting the focus on the world we want and planning for it. | <ul style="list-style-type: none"> For all staff to understand and value the importance of sustainability. Children to begin to connect with and develop a passion for the environment, for nature and their relationship with it, as well as understanding sustainability. Parents/carers to begin to value and understand sustainability. | <ul style="list-style-type: none"> All staff to undertake "young children, outdoors and nature training". – August 2023. In-service day nature and outdoor learning training. – August 2023 Develop sustainable practices; recycling by sourcing recycling bags and biodiversity. August 2023- August 2024 Educate and encourage children to be part of sustainable practices. – August 2023 – August 2024. Create an eco-committee of parents, carers, children, staff and community. December 2023 | <ul style="list-style-type: none"> Staff training certificate and log, will evidence attendance and knowledge gained. Eco board will be created and used to showcase the journey to sustainability and becoming an eco-friendly nursery. Children's pay will highlight their passion, confidence and love for nature and the world around them. Children will demonstrate that they have a positive attitude and will respect their environment. Eco meeting minutes highlight discussions and progress made towards securing first green flag. Parents/carers will become involved in our sustainability journey and will be active participants. | <p><i>Staff and management.</i></p> <p><i>Eco committee – Chloe, Senga and Isabell.</i> <i>Parents/carers, community members and children.</i></p> |

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| | | <ul style="list-style-type: none"> Eco stay and play session to be delivered. October 2023. Apply for first green flag through Eco Schools. August 2023-August 2024. Introduce a pre-loved clothes rail to reduce waste and financial hardships. | <ul style="list-style-type: none"> A successful application and securing a green flag will highlight the progress made in our journey to becoming an eco-friendly nursery. A culture of sustainability is visible and our pre-loved clothes rail is used regularly by children and families. | |
| Progress and Impact | | | Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda | |
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Maintenance Agenda

| Key actions | Relevant stakeholder involvement | Timeline for completion |
|---|------------------------------------|-------------------------|
| <i>Family learning – peeps, stay and play to continue to be offered.</i> | Staff, parents/carers and children | <i>August 2024</i> |
| <i>Parent/carers council meetings and regular engagement</i> | Parent/carers and SMT | August 2024 |
| <i>Core continuous provision to be embedded</i> | Staff | August 2024 |
| <i>Learning journals monitoring and procedure to be reviewed</i> | Staff | August 2024 |
| <i>SLC Literacy training – fun with sounds, wondrous words, making books sparkle, parental engagement</i> | Staff | 26/9/23 |
| <i>SLC attachment strategy to be revisited</i> | Staff | 16/10/23 |
| <i>SLC Supporting Health and Wellbeing training</i> | Staff | 16/10/23 |
| <i>SLC Froebel training – Introduction to Froebelian practice</i> | Staff | 17/11/23 |
| <i>SLC Numeracy training - Together We Count, early year's numeracy and mathematical developments.</i> | Staff | 15/12/23 |