



Croftamie Nursery Improvement Plan 2020/2021



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Fun & Enjoyment

Kindness

Outdoors

Love

Uniqueness & Inclusion

Context

Croftamie Nursery is a rural early year's setting. We offer high quality, stimulating and flexible early learning and childcare with the aim of meeting the needs of children and their families. The nursery has a wide catchment area covering Croftamie, Drymen, Milton of Buchanan, Rowerdennan, Balmaha, Killearn and Balfron. Croftamie Nursery is an Integrated Service (Stand Alone Nursery) which is open from 8.30am to 5.30pm, 50 weeks of the year. The nursery provides a service for children who are aged from 2 to 5 years old. This year the nursery has provided a service for 41 families and 43 children. We provide places for 24 3-5 year olds and five 2-3 year olds, both morning and afternoon.

The Head of Nursery is a joint (peripatetic) headship post with Drymen Primary School.

The Head is supported by a Principal Early Childhood Educator, a Senior Early Childhood Educator, two Early Childhood Educators, two Permanent Pool Early Childhood Educators, one Modern Apprentice and a Support for Learning Assistant. We also have an Administrative Assistant, Caretaker and an Early Years Teacher who works between six nurseries.

Nursery Values and Aims

Our aspiration for all children is that they should be successful learners, confident individuals, responsible citizens and effective contributors to society.

Our curriculum will reflect our values, be inclusive, promote personal achievement and, through the broadening of our children's experience of their world, encourage informed and responsible citizenship.

Our vision, ethos and values, alongside our approach to making learning visible ensures that Croftamie Nursery delivers high quality learning experiences.

Our Values:

- Fun & Enjoyment
- Kindness
- Love
- Outdoors
- Uniqueness & Inclusion

Our Aims:

- To value the uniqueness and learning achievements of all learners through celebrating individual successes which promotes high aspirations and ambitions for all.
- To promote children's rights through high quality care and support. This will allow children to feel inclusion, diversity, respect, dignity and acceptance.
- To ensure we get it right for every child, through developing their confidence and self-esteem. Children are encouraged to lead their own learning by being given the tools to make positive contributions to their community.
- Our children at Croftamie will benefit from breadth, depth, and challenge in their education, supporting them to achieve their full potential.

Children are encouraged to play, learn and make discoveries while accessing both the indoors and outdoors throughout their session in all weathers. Practitioners promote children's curiosity and interests through responsive curriculum planning across Health & Wellbeing, Literacy, and Numeracy to ensure breadth and progression of learning. Children are encouraged to have real and relevant experiences and opportunities which are enhanced by community and family involvement enabling children to develop confidence, resilience and learn new skills.

In January 2020, Stirling Council Children and Young People Committee agreed that in order to meet requirements of the Space to Grow document to provide the expanded provision of early learning and childcare; Nursery provision at Croftamie will cease permanently with effect from May 2021. Nursery provision will be created at Drymen Primary School.

COVID-19 Pandemic

In March 2020 all schools and early learning and childcare establishments closed due to the Covid-19 Coronavirus pandemic. Throughout this closure we have supported our children and families by providing a blended approach to learning through activity booklets, videos and daily planned activities on Facebook. The senior leadership team have been in regular contact with all families through letters, doorstep visits, emails and phone calls.

The senior leadership team and practitioners continued to meet regularly during this period whilst also supporting children of key workers in Stirling hubs. Virtually, staff carried out a range of self-evaluation activities collaboratively to continue self-evaluation for improvement and to develop a shared understanding of our strengths and next steps.

Improvement Planning Process

This improvement plan and action plan was developed collaboratively with educators, children, partners and families through:

- Observation and assessment information
- Observations of practice in the nursery and self-evaluation by educators and the senior leadership team
- Professional discussion by staff reflecting together on performance measured against How Good is Our Early Learning and Childcare
- Annual Staff Professional Review and Development.
- Staged Intervention reviews where progress is reviewed and new targets set.
- Audits of parents views and family questionnaires
- Discussions with children, educators, partners and families
- Professional reading and career long professional learning


Croftamie Nursery Improvement Planning 2020/2021

National Improvement Framework Priorities	HGIOS 4 & HGIOELC Quality Indicators	Regional Improvement Collaborative Priorities
<ul style="list-style-type: none"> • 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 employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children’s progress • School improvement • Performance information 	<p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships</p> <p>3.1 Improving/ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC 3.2 Securing children’s progress 3.3 Developing creativity and skills for life and learning</p>	<ul style="list-style-type: none"> • Develop collaborative approaches which build staff capacity to deliver high quality literacy learning experiences for all. • Work together to strengthen and improve teacher confidence, understanding and teaching of numeracy. • Work as a collaborative to strengthen the quality of the ELC workforce to support the quality dimension of the expansion. • Provide professional learning that helps drive forward collaborative leadership at all levels. • Ensure performance information and improvement approaches support raising attainment for all. <p style="text-align: center;">Children’s Services Plan Outcomes</p> <p>Some key outcomes are:</p> <ul style="list-style-type: none"> • The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced. • All children thrive as a result of nurturing relationships and stable environments in their own school and community. • Children, young people and their families are respected as equal partners in decision making and planning. • Children’s and young people are mentally and emotionally healthy.

Priority	Outcomes for Learners	Impact Measurement
<p>Education Recovery</p> <p>2.4 Personalised Support -Identification of learning needs & targeted support - Role of Practitioners and Leaders</p> <p>1.3 Leadership of Change -Building and sustaining a professional team.</p>	<ol style="list-style-type: none"> 1. All children receive high quality support and a focus on their wellbeing through involving families fully in decision making around their needs. 2. Children’s needs are identified through careful analysis of assessment information and observation. 3. Through effective use of wellbeing indicators, staff increase their ability to meet the diverse learning needs of each child. 	<ul style="list-style-type: none"> -Pastoral Support and wellbeing policies and procedures are understood and embedded in culture and ethos. - Staged Intervention & TAC processes demonstrate children are benefitting from the right support at the right time. -Monitoring and tracking processes demonstrate all children are benefitting from well considered support and appropriate interventions. -Clear roles and remits in place and understood by the nursery community. -Dialogue with practitioners will demonstrate staff have high expectations and know individuals and families well.
<p>2.3 Learning Teaching & Assessment -Quality of Interactions -Planning, Tracking & Monitoring</p> <p>2.2 Rationale & Curriculum</p>	<ol style="list-style-type: none"> 1. Children’s developmental milestones and CfE levels show progress through the delivery of high-quality early years pedagogy and assessment approaches. 2. Children will benefit from skilled questioning and warm, responsive interactions which promote independence and curiosity. 3. Planned experiences are developmentally appropriate and a range of information is considered to monitor children’s progress. 4. Our curriculum is based on shared values and takes account of local and national circumstances; we reflect a positive image of each child as a confident learner. 	<p>Observations of practice will demonstrate increased use of high order thinking skills and questioning techniques.</p> <p>Children’s progress will be measured in early language, mathematics and health and wellbeing at regular impact meetings throughout the year.</p> <p>All staff are clear about the purpose of our curriculum framework.</p>
<p>3.2 Securing Children’s Progress -Children’s Progress Over Time - Ensuring Equity for All Children</p>	<ol style="list-style-type: none"> 1. Children are securing progress through universal and targeted approaches regardless of socio and economic 	<p>Achievement Wall will demonstrate children’s success, skills and confidence.</p>

	background. Their achievements are recognised and celebrated, reflecting each child as unique.	Data collected at impact meetings. LIFT and Nurture approaches will measure impact of timely interventions.
2.5 Family Learning -Quality of Family Learning Programmes -Engagement of Families in Learning	1. Positive relationships are fostered to support families in engagement in their child's learning and achievements at home and in Nursery. 2. Children benefit from relevant, enjoyable and stimulating opportunities to learn together with their families.	Consistently high levels of engagement in family learning opportunities e.g. stay and play, home learning resources. Family feedback on programmes

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<p>Priority 1 2.4 Personalised Support -Identification of learning needs & targeted support - Role of Practitioners and Leaders</p>			
<p>Outcomes for Children</p> <ol style="list-style-type: none"> 1. All children receive high quality support and a focus on their wellbeing through involving families in decision making around their needs. 2. Children’s needs are identified through careful analysis of assessment information and observation. 3. Through effective use of wellbeing indicators, staff increase their ability to meet the diverse learning needs of each child. 			
Key Actions	Priority Leader	Milestones Dates	Evaluation/Analysis of Progress and Impact
<p>-Practitioners increase their knowledge of staged intervention process, learning support and specialist resources. Effective use of wellbeing indicators will be used to make changes to the care and learning environment, mitigating barriers to children’s learning.</p> <p>-Review of staged intervention calendar, ensuring remits, responsibilities and assessment procedures are clear for all leading to timely actions and support for each child.</p> <p>-Create a protocol for practitioners including challenge questions to support professional dialogue during impact and tracking meetings, ensuring children effected by the impact of poverty/disadvantage have their needs met.</p> <p>-Staff to self-evaluate <i>all</i> kinds of transition (Nurture) to ensure high quality support for children facing change/ adverse experiences.</p> <p>Develop nursery environment in line with Silver accreditation of Language is Fun Together (LIFT).</p>	<p>Patrick and Chris</p> <p>Patrick and Chris</p> <p>Patrick and Chris</p> <p>Chris and Debbie</p> <p>Chris and Laura</p>	<p>Ongoing throughout session</p> <p>For October 2020</p> <p>September 2021</p> <p>August 2020 In-service (Education Recovery)</p> <p>October 2020</p>	
<p>Future Plans</p>			

<p>Priority 2 1.3 Leadership of Change -Building and sustaining a professional team. -Implementing improvement & change</p>			
<p>Outcomes for Children -Through a collective shared vision and high aspirations, children and families benefit from high standards of care and education. - Proposed changes are understood by all and focus on pupil learning gains.</p>			
Key Actions	Priority Leader	Milestones Dates	Evaluation/Analysis of Progress and Impact
-Implementing the delivery of 1140 and new operational model	All Staff	Ongoing throughout session	
-Review of senior leadership and staff roles and responsibilities.	Senior Leadership Team	For October 2020	
-Consultation and partnership approaches to support nursery provision moving to Drymen Primary in May 2021 (date tbc).	All Staff	Ongoing throughout session	
-Embedding renewed values and aims into nursery approaches e.g. dialogue of the values with children and families, evidence in planning, journals	Chris	Ongoing	
-New ECE's complete most up to date version of National Induction Resource	ECE	CLPL Calendar dates	
-Existing ECE's & SECE's participate in networking opportunities at Forums: October National Standards. March: Realising the Ambition: Being Me. May: Numeracy.	SECE/ECE	October 2020-June 2021	
-Principal to attend 6 x ELC Leadership Academy sessions. Showcase a project that has led to positive outcomes for children & families.	Chris PECE	October 2020-June 2021	
<p>Future Plans</p>			



Priority 3**2.3 Learning Teaching & Assessment**

-Quality of Interactions

-Planning, Tracking & Monitoring

2.2 Curriculum & Rationale**Outcomes for Children**

1. Children's developmental milestones and CfE levels show progress through the delivery of high-quality early years pedagogy and assessment approaches.
2. Children will benefit from skilled questioning and warm, responsive interactions which promote independence and curiosity.
3. Planned experiences are developmentally appropriate and a range of information is considered to monitor children's progress.
4. Our curriculum is based on shared values and takes account of local and national circumstances; we reflect a positive image of each child as a confident learner.

Key Actions	Priority Leader	Milestones Dates	Evaluation/Analysis of Progress and Impact
<p>-CYPIC Higher Order Thinking Skills Training</p> <p>-Create protocol & display for cues to stimulate high quality interactions with children</p> <p>-Moderation of higher-order and questioning skills through POLLI peer observation approach. Practitioners share effectiveness of strategies and next steps at team meetings.</p> <p>-Staff to audit and self-evaluate effectiveness of current digital learning practice and next steps. SECE to visit Stirling Nursery identified as good practice in this area.</p> <p>-Embed play & learning framework (Glow tiles) into current practice. Framework and evidence to be used to discuss children's progress at impact meetings.</p> <p>-Ongoing moderation of learning intentions and success criteria set by educators.</p> <p>-Self-evaluation activities with school community on our nursery curriculum and refreshed values. What makes us unique? Ambition for each child? Questionnaire with parents.</p> <p>-Induct new staff into Croftamie planning cycle. Develop consistent approach for children to reflect on their personal plans, becoming more confident in themselves as confident and independent learners.</p>	<p>PECE</p> <p>SECE</p> <p>All staff</p> <p>All Staff/ SECE</p> <p>PECE</p> <p>All Staff</p> <p>Head/ PECE</p>	<p>August In-service/ Ongoing</p> <p>By November 2020</p> <p>In-service November</p> <p>January 2021</p> <p>Ongoing throughout session</p> <p>February 2021</p>	

Future Plans

Priority 4 3.2 Securing Children's Progress -Children's Progress Over Time - Ensuring Equity for All Children			
Outcomes for Children 1. Children are securing progress through universal and targeted approaches regardless of socio and economic background. Their achievements are recognised and celebrated, reflecting each child as unique.			
Key Actions	Priority Leader	Milestones Dates	Evaluation/Analysis of Progress and Impact
-Implement impact groups based on assessment information and observation. Implementation should ensure equity is reflected in planned experiences.	PECE	September 2020	
-Triangulate evidence of progress (observation, assessment, views) to track learner journey for children effected by poverty/disadvantage for comparison of children in higher SIMD.	Head	February 2021	
-Use of Play & Learning framework tiles to support practitioners to mitigate gaps in children's learning and development.	All staff	Ongoing	
-Impact meetings used to measure children's progress in communication, early language, mathematics and health and wellbeing. Data to be submitted to local authority.	Head/PECE	Ongoing	
-Develop the Achievement Wall to capture children's learner voice and participation more effectively.	SECE	November 2020	
Future Plans			



Priority 5 2.5 Family Learning -Quality of Family Learning Programmes -Engagement of Families in Learning			
Outcomes for Children 1. Positive relationships are fostered to support families in engagement in their child’s learning and achievements at home and in Nursery. 2. Children benefit from relevant, enjoyable and stimulating opportunities to learn together with their families.			
Key Actions	Priority Leader	Milestones Dates	Evaluation/Analysis of Progress and Impact
<p>-Implement third year programme of Big Literacy Challenge, encompassing reading, listening and talking and writing. Ensure planning of the challenge takes account of equity and those potentially facing disadvantage.</p> <p>-Increase focus on Home Learning resources – numeracy/STEAM ideas.</p> <p>-Literacy & Numeracy resources to be promoted to new and returning parents to increase access to and use of resources at home.</p> <p>-Embed ‘Stay & Play’ and demonstration of learning sessions with families.</p>	<p>PECE</p> <p>PECE</p> <p>All Staff</p> <p>PECE/SECE</p>	<p>November 2020</p> <p>Nursery 2020</p> <p>January 2021</p> <p>Ongoing</p>	
Future Plans			

