



## Improvement Plan



# IMPROVEMENT PLAN 2020-2021

FOR

**Balmedie School Nursery**





## Improvement Plan

“At Balmedie School Nursery we aim to provide a welcoming, safe, happy, nurturing and stimulating environment in which everyone is encouraged to be the best they can be.”

### Key Priorities for Improvement Session 2020/2021:

“Education & Children’s Services works to improve the lives of children and young people, families and communities through the delivery of high-quality services across Aberdeenshire.”

### E&CS Services

Aberdeenshire Council and Education and Children’s Services is committed to improvement through effective self-evaluation. The significant relationship between effective self-evaluation and school improvement can also be seen as an “inwards, outwards, forwards” approach to help you and your partners answer the questions which remain at the heart of Self-evaluation:

- How are we doing?
- How do we know?
- What are we going to do now?

Effective self-evaluation involves a level of reflection internal and external analysis. Making sound self-evaluation.



and critical enquiry which is best achieved through a blend of judgements about the impact on learners should be central to

Balmedie School Nursery will use How Good is Our Early Learning and Childcare, Building the Ambition, Pre-Birth to Three, The Health & Social Care Standards, to support self-evaluation.



## Improvement Plan

### **Balmedie School Nursery Priorities:**

- Child-led investigative play to be embedded in all areas of the nursery to challenge and motivate the children.
- Update planning formats to plan interesting activities which support children's individual needs, develop independence and promote social skills.
- Self-evaluation documents to be used to continuously improve provision and practice and records kept reflecting on the impact of training.

### **Aberdeenshire Priorities:**

- To develop excellence and equity;
- To embed the principles of GIRFEC (Getting it Right for Every Child);
- To provide support in developing inclusive, vibrant and healthy communities.

### **National Improvement 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; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.



## Improvement Plan

<b>Improvement Focus No:</b>	<b>1</b>	<b>Leadership and Management – How good is our leadership approach to management</b> Relevant NiIF priority: all Relevant NIF driver(s): Leadership, practitioner professionalism, improvement			
<b>Identified theme from S&amp;Q / Self -Evaluation</b> All staff will have an area of responsibility to lead an area of development.	<b>HGIOELC:</b> Q.I. 1.3 Leadership of Change Practitioners enquiry and professional dialogue informs and supports continuous improvement, creativity and innovation. This motivates and inspires everyone to sustain high standards of delivery of early learning and childcare.				
	<b>H&amp;SCS:</b> 4.19 I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes. 4.23 I use a service and organisation that are well led and managed. 4.25 I am confident that people are encouraged to be innovative in the way they support and care for me.				
<b>Actions</b> <b>Date Started</b> October 2020	<b>Who will take this forward at Balmedie School Nursery?</b>	<b>Intended Outcomes / <i>Impact</i></b> <b>What will change for children at Balmedie School Nursery?</b>	<b>How will we measure?</b>	<b>Expected completion date.</b>	<b>Progress check</b>
Areas of responsibility will be identified at a team meeting. At least two members of staff will be responsible for an area of development within our continuous provision.	All staff.	Staff will feel empowered and motivated to improve the provision for the children. Staff will work collaboratively and be able to share ideas.	Staff morale will be higher – ask staff for feedback. Observations of children.	Final decision at the team meeting on 29/10/2020	
Staff to observe the children's engagement in their area as it is currently using a time sample, noting what children are doing in the area and their level of involvement using the Leuven Scale. Photographs will be taken to record the 'before' for each area.	All staff.	Staff will have a sound knowledge of how the children are using the area, what type of play is currently happening in the area and provide a clear starting point for developing the area to provide high quality play experiences.	Time sample for each area. Photographs of the area. Observations of the children.	By Friday the 13 <sup>th</sup> November 2020.	
Staff to read selected readings on continuous provision and watch the Alistair Bryce-Clegg webinar on Continuous Provision.	All staff.	Staff will increase their knowledge and understanding of what continuous provision is, the importance of it for developing children's basic skill sets and	Staff will feedback during a staff meeting on their learning and the key points they have taken from the readings and webinar.	Feedback at staff meeting on Tues 17 <sup>th</sup> Nov 2020	
Read environmental posters, relevant documents such as 'my creative journey', research skills to be gained from area of continuous provision and complete the skills table.	All staff.	Staff will all have same expectations for the children's play and skill development in each area. Staff will know how the resource differentiate for different stages of learning. Learning experiences for the children will be high quality.	Skills table will be completed and updated as necessary. Staff will be able to talk knowledgeably about what the children can learn from each area and children will continuously learn and develop skills.	Research and skills table to be complete by Tuesday 1 <sup>st</sup> December to feedback at staff meeting.  Research to be ongoing.	



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Create a list of required new resources for the area to be ordered, resources to be requested from parents and items to source from the community.	All staff.	All areas will be well resourced with furniture, equipment, toys and natural resources which facilitate the expected skills for the children to develop and provide high quality learning experiences.	Resources will be ordered using the 'quality environment' funding. Other resources will be donated to the nursery.	Resources collected or delivered by end of Term 2 – 18 <sup>th</sup> December 2020	
Consult with the children on how they would want the nursery to be laid out and how they would like the areas to be developed.	All staff. Children.	Children to have an input to the changes happening in the nursery and provided the opportunity to share their ideas, opinions and help to make decisions.	Mind maps to be made with the children on a regular basis to ascertain how their interests and ideas are changing.	At least once a term.	
Change the room layout if required and set up the areas to reflect the research completed by the staff and needs of the children. Take photos of the updated environment.	All staff.	The learning environment and learning experiences will be led by the staff based on their observations of the children and up to date knowledge and understanding of a quality environment.	Learning experiences for children will be high quality, learning journal observations will reflect the development of children's skills and children's learning will progress.	Term 1 and Term 2.	
Observe using the same time sample template and Leuven Scale of involvement. Adapt the area to meet the changing needs of the children or increase involvement.	All staff.	To evidence the impact of the changes to the environment on the children's involvement and wellbeing.	Children's Involvement will be higher on the Leuven scale and their play will demonstrate the improved skill level.	Term 2, 3 and 4.	

### Evidence of Progress / Comments / Next Steps

Date:					
Date:					
Date:					



## Improvement Plan

<b>Improvement Focus No:</b>	<b>2</b>	<b>Learning Provision (Including Improving Transitions)</b> <b>How Good is the quality of the care and learning we offer?</b> <b>Relevant NIF priority: All</b> <b>Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress</b>			
<b>Identified theme from S&amp;Q / Self -Evaluation</b> Planning, tracking and monitoring children's learning and progress.	<b>HGIOELC:</b> Q.1. 2.3 Learning, Teaching and Assessment Learning and Engagement: Practitioners know their key children very well as individuals and learners, and experiences are planned which are developmentally appropriate and meeting all children's needs. Practitioners have a good understanding of early learning pedagogy, keeping their knowledge up to date and then skilfully putting this into practice. Children's progress is tracked and shared with children and parents on a termly basis.				
	<b>H&amp;SCS:</b> 1.30 I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling. 2.27 I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity.				
<b>Actions Date Started</b>	<b>Who will take this forward at Balmedie School Nursery?</b>	<b>Intended Outcomes / <i>Impact</i></b> <b>What will change for children at Balmedie School Nursery?</b>	<b>How will we measure?</b>	<b>Expected completion date.</b>	<b>Progress check</b>
Develop a new planning system which focuses on the skills from the Curriculum for Excellence which the children need to develop. Focus to be chosen based on children's current level of development, interests, termly targets and next steps.	EYSP to create and EYLP's to continue to monitor the planning once it becomes embedded.	Staff will have a clear focus for what learning they are providing for each week within their area. Learning opportunities will reflect the focus outcome and children will work on these skills throughout the week.	Learning Journals observations and trackers will reflect the children's progress.	Term 1	
Early Level Curriculum Training	Staff who have not already completed this training.	Staff will develop a deeper understanding of the Early Level of the CfE and be more confident in using the Experiences and Outcomes to plan for the children's development.	Feedback from staff after the training.	Term 2 and 3 depending on when the training is offered.	
Each child to have a termly target identified in consultation with parents and children.	EYSP to create target sheet. All staff to implement.	Staff, parents and children will have a shared understanding on what they need to work on throughout the term and how this can be achieved. Evaluation from each term completed with parents and children.	Clear progress by children on their developmental targets, Learning Journal observations will reflect the children's progress and parents/children will be knowledgeable about what children are working towards each term.	Phone call and discussion with all parents/children during 2 <sup>nd</sup> /3 <sup>rd</sup> week of every term.	



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Children will be consulted for their ideas on the development of the nursery areas.	All staff and children.	Children's interests and choices will be reflected in the development of the nursery. Children are more likely to have a higher engagement if the resources and experiences are relevant to their needs. Staff will use the consultation and observations to enhance areas of continuous provision when identified.	Leuven Scale observations will demonstrate a consistent level of involvement in the learning opportunities.	Term 2, 3 and 4.	
Book of the week for both indoor and outdoor group each week. Story will be explored through the week and a wide range of literacy skills will be covered.	All staff.	High quality learning experiences in language and literacy through the focus on a book per week. Children will gain skills in language and literacy and this will be reflected in their Learning Journal observations and achievements in language and literacy.	Language and literacy tracking to demonstrate children's progress throughout the year.	Term 1, 2, 3, and 4.	
Maths Is All Around In-service training.	All staff.	Staff will increase their knowledge and understanding of early level maths skills, learn how to facilitate them and gain new ideas from the training to implement back in nursery.	High quality and relevant learning experiences to cover maths skills embedded throughout the nursery areas and facilitated through the adult focus planning. Learning Journal observations and tracking sheet will reflect the children's maths development.	Inservice day training on 20 <sup>th</sup> November 2020.	
Aberdeenshire Council Tracking Tool to be implemented. EYSP to complete with each keyworker.	EYSP with all keyworkers.	The nursery will have an overall picture of where the children are at in their development of Maths and Numeracy, Language and Literacy and Health and Wellbeing in November to help plan for their development of skills throughout the year.	The tracker will show the progress all children will make from the beginning of their pre-school year to the end of the year. A clear overview can be shared with the school showing which children are on target, need support or are excelling.	November 2020 May 2020	
Emerging Literacy Training.	Staff who have not already completed this training.	Staff will develop a deeper understanding of Early Literacy and bring back knowledge and ideas to the nursery to share with the staff and children.	High quality learning experiences will be planned for literacy development and children's progress will be evident in their Learning Journal observations.	Term 2 and 3.	

### Evidence of Progress / Comments / Next Steps

<b>Date:</b>					
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## Improvement Plan

<b>Improvement Focus No:</b>	<b>3</b>	<b>Success and Achievements – How good are we at ensuring the best possible outcomes for all our children?</b> <b>Relevant NIF priority: All</b> <b>Relevant NIF driver(s): Assessment of children’s progress, setting improvement, performance information</b>			
<b>Identified theme from S&amp;Q / Self-Evaluation</b> Embedding children’s wellbeing throughout their nursery experience.	<b>HGIOELC:</b> Q.I. 3.1 Ensuring wellbeing, equality and inclusion. Wellbeing is promoted and embedded for all of our children and families, particularly during this time of Covid-19, and everything we do is based on mutual respect, honesty and trust. Practitioners recognise that relationships are vital for children’s development, learning and wellbeing.				
	<b>H&amp;SCS:</b> 1.31 My social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials. 3.5 I am helped to develop a positive view of myself and to form and sustain trusting and secure relationships. 3.10 As a child I feel valued, loved and secure.				
<b>Actions Date Started</b>	<b>Who will take this forward at Balmedie School Nursery?</b>	<b>Intended Outcomes / Impact</b> <b>What will change for children at Balmedie School Nursery?</b>	<b>How will we measure?</b>	<b>Expected completion date.</b>	<b>Progress check</b>
Personal Plans implemented for all children which includes an All About Me, Termly Target, Developmental Overviews and line drawings.	EYSP to develop templates. All staff to create and maintain for their key children.	Improved knowledge of all children including home background, skills, stage of development and required support for meeting needs. Information will be available for all staff to read and increase awareness of all children.	Staff will be able to talk about their key children’s development, where their starting point was and how they are progressing. Staff will know when there is a change in children’s behaviour or home life and be able to support where required.	Term 1	
Care Plans implemented for children who require additional support within nursery.	EYSP to develop templates. All staff to maintain.	Children who require additional support will have a clear plan which meets their needs and is reviewed on a termly basis or when needs change. Record will be used as evidence should support from outside agencies be required.	Children will progress with the support provided which is tailored specifically to them.	Term 2	
Pastoral Notes on the SEEMIS system will be used to maintain records of significant events in all children’s lives. Staff will be trained how to use the Pastoral Notes by EYSP.	EYSP EYLP’s All Staff.	Significant events will be available to share with other professionals when required. Patterns in behaviour or changes in children’s lives will be evident from the Pastoral Notes record and the need for support will be identified and provided.	Children and their families will be supported to cope with significant events in their life. Children who require additional support will be easily identified and information will be readily available to share with other agencies.	Term 1 Training. Ongoing use of the Pastoral Notes.	
Nursery Charter to be created in agreement with the children including rules to be followed in nursery.	Staff and children.	Children will all have an input into the nursery charter, deciding on the rules together and agreeing to abide by them when in nursery. During discussions about the charter children will be supported to realise the reasons why we need rules and the benefits to having a nursery charter.	Children will follow the rules and be able to explain why we need rules. Children will remind each other to follow the rules.	Term 1 to create and followed throughout the year.	



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SHANARRI indicators will be explored with the children and used to represent wellbeing within the nursery. SHANARRI characters will be named and used to represent each indicator and facilitate discussions with children.	Staff and children.	Staff and children will have a deeper understanding of how children's wellbeing can be supported within the nursery. The SHANARRI characters will become familiar to all children and ideas for supporting children's wellbeing will be shared with families.	Children will be aware of the wellbeing indicators and be able to talk about what they mean for them. Staff will use the indicators to support children to learn about their personal wellbeing.	Term 2, 3 and 4.	
Children's Rights will be explored within the nursery by children and staff.	Staff and children.		Children will be aware of their rights and able to talk about some of them.	Term 3 and 4	
Due to Covid-19 all children's termly targets with focus on Health and Wellbeing.	Staff, parents and children.	The children's wellbeing will be ensured by setting targets in agreement with parents and children which focus on their emotional, social and physical wellbeing. The effects of lockdown and covid-19 will be lessened by the nurturing support from the nursery staff, and any issues will be identified quickly and plans put in place to help children cope with the changes in their lives due to covid-19.	Children will feel safe, secure and settled within nursery and at home. Parents will share through communication with staff that children's emotional and social needs are being met. Parents will also feel confident to share any concerns and issues they may have regarding the children's wellbeing and feel supported to help their children.	Ongoing.	
Communication with parents will be enhanced during the covid-19 restrictions through increased phone calls, emails and social media.	EYSP All staff.	Parents will be fully informed of what is happening within the nursery despite not being able to come inside and with limited contact with staff during drop off and pick up. Parents will feel confident to contact the nursery through whichever means best suits them to discuss any issues or concerns or queries. All parents will be reached through at least one method of communication.	Parents will feedback through regular questionnaires that communication is meeting their needs.	Ongoing.	

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Date:					
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