

East Dunbartonshire: Education Service

Framework for Centre Improvement Planning 2022/23

Establishment: Clober Early Years Centre 2022-23

IMPROVEMENT PLAN



Framework for Centre Improvement Planning 2022/23

| Section 1: Centre Information and 3 Year Improvement Plan Priorities | |
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| Early Years Centre | Clober EYC |
| Head Teacher / Head of Centre | Louise McHugh – Depute Head of Centre, Catriona Marshall – Head Teacher |
| Link EY QIO | Kirsty Mahindru |

| Centre Statement: Vision, Values & Aims and Curriculum Rationale |
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| <p><u>Vision</u></p> <p>To provide a safe, nurturing, stimulating and inclusive environment where all children can be curious, creative and explore all environments in a holistic way. We encourage children to take risks, challenging themselves and to respect themselves, each other, their communities and environment. We will provide appropriate, responsive, differentiated, challenging learning experiences for all children to participate in, so that all children become confident individuals, successful learners, responsible citizens and effective contributors to society.</p> <p><u>Our Values: Aspire, Respect, Achieve, Enjoy</u></p> <p>Our values are based on what we believe to be the important building blocks of a successful early years centre. We recognise the impact of early childhood experiences and value the rights and wellbeing of the children in our care. We recognise and value the contribution families can make to improve our service. By seeking feedback from our parents/carers, allows us to reflect upon our practice and evaluate our current practices.</p> <p><u>Our Aims</u></p> <ul style="list-style-type: none"> • S-SAFE- Be knowledgeable and respectful of all government guidelines and early years policies and procedures. • H-HEALTHY- To provide children with a healthy snack and lunch option daily, and opportunities to participate in different physical activities. • A-ACHIEVING- Provide children with an inspiring and stimulating environment for them to grow and learn, ensuring all children reach their full potential. • N-NURTURED- To provide an environment where all children feel safe, are listened to, and their feelings and emotions are acknowledged. • A-ACTIVE- To provide children with exciting and stimulating experiences, both indoors and outdoors. • R-RESPECTED- Continue to build positive relationships with all children, their parents and carers. • R-RESPONSIBLE- To encourage and support children’s independence, enabling our children to become confident and resilient individuals. • I-INCLUDED- Provide an inclusive learning environment in which all individuals are given a voice and are listened to. |

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| Looking Forwards – 3 Year Improvement Plan Priorities | | | |
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| Bullet point key priorities for the next 3 years | | | |
| Session | 2022/23 | 2023/24 | 2024/25 |
| Priority 1 | Planning in the Moment Implementing child led and adult initiated play | Planning in the Moment Embed practice and procedures Planning policy | Including Every Learner Raise awareness of EDC policy Whole staff training: meeting learner needs |
| Priority 2 | Family Engagement Encouraging families participation in EYC activities | Family Engagement Establish EYC committee for parents and staff Targeted support for families | Family Engagement Continue EYC committee Establish a calendar for family engagement activities and develop a programme of family engagement activities throughout the year |
| Priority 3 | Health and Wellbeing Promoting health and wellbeing for children, staff and families, integrating UNCRC | Health and Wellbeing Language and communication Developing nurture provision | Health and Wellbeing Embed nurture provision |

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| Section 2: Improvement Priority 1 | |
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| Early Years Centre | Clober EYC |
| Improvement Priority 1 | Planning in the Moment |
| Person(s) Responsible | Who will be leading the improvement? Who will they collaborate with? DHoC, NT, SEYW, EYW, EYSW & DHT |

| NIF Priority | NIF Driver | HGIOELC QIs | EDC Service Plan 2021-24 |
|---|---|--|---|
| Improvement in attainment, particularly in literacy and numeracy. Choose an item. Choose an item. | curriculum and assessment teacher and practitioner professionalism Choose an item. | QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Ensuring children's progress | Improvement in attainment in literacy Improvement in attainment in numeracy Choose an item. |

| Opportunities for Leadership | Resource Requirements |
|--|--|
| Whole staff team – DHoC, SEYW, NT & EYW Staff leadership covering key curricular area | Planning sheets, observations, e-journals, Curriculum documentation, Teacher planning time, staff off the floor time, Appropriate ICT packages – TEAM, Glow, ICT devices – PC, phone, laptop, Ipad, WIFI |

| Professional Learning | Parental Engagement and Involvement |
|--|---|
| Collegiate working within the staff team CPD provided by EDC & external | Stay and play sessions Parental questionnaires |

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| Outcomes/Expected Impact | Tasks/Interventions | Measures | Timescale(s) | Progress |
|---|---|---|---|----------|
| Outcomes for learners. | Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning and Teaching interventions | What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures | What are the key dates for implementation? When will outcomes be measured? | |
| Staff will use planning in the moment practices | Staff will participate in in-service day training lead by NT to revised Planning in the moment practices | Questionnaires, planning meeting minutes | August | |
| | Staff will complete initial assessment of children’s learning and development linked to the 3 key areas | Initial assessment documents | August & March | |
| | Staff will work together along with NT in curricular groups to share good practice | Professional dialogue Minutes of meetings Good practice shared | Ongoing: August – July | |
| | NT & DHoC will complete monthly staff moderation sessions (triangulation of work) | Meeting calendar, Meeting minutes pro-forma & next steps | Ongoing: August – July | |
| | Staff will document learning and development thought: completing planning sheets, displaying work on boards and uploads to e-journals | Planning sheets, photos of boards e-journals | Ongoing: August – July | |
| | All EYW will ensure they work in a cross curricular manner | Planning sheets, e-journals uploads, meeting minutes from staff feedback sessions | Ongoing: August – July | |

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| | All EYW will ensure they incorporate outdoor learning into their practices and ensure this is recorded within planning sheets | Planning sheets, e-journals | Ongoing: August – July | |
| Continued monitoring of children’s age and stage of development | NT (& DHoC) will compile evidence from initial assessment of children to track gaps in learning. | Initial assessment document | September | |
| | NT (& DHoC) will create support and challenge groups to facilitate teacher lead learning | Support and challenge documentation | September | |
| | NT (& DHoC) will monitor e-journal updates to ensure next steps are being actioned and addressed | e-journals, meeting minutes | Ongoing: August – July | |
| | Back-drop planning for 3 key curricular areas will be created and followed throughout the year | Back drop plan – to be displayed planning wall | September | |
| | Termly target setting meeting with NT & DHT | Target profoma | Termly | |
| | DHoC will work with EYW to monitor leadership areas & track developments | PDR documentation, leadership books/proforma | Termly | |

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| Section 2: Improvement Priority 2 | |
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| Early Years Centre | Clober EYC |
| Improvement Priority 2 | Family Engagement |
| Person(s) Responsible | Who will be leading the improvement? Who will they collaborate with? DHoC, NT, SEYW, EYW, EYSW & DHT |

| NIF Priority | NIF Driver | HGIOELC QIs | EDC Service Plan 2021-24 |
|---|--|--|---|
| Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children Placing the human rights and needs of every child and young person at the centre | parent / carer involvement and engagement curriculum and assessment performance information | QI 2.5 Family Learning QI 2.7 Partnerships QI 3.1 Ensuring wellbeing, equality & inclusion | Improvement in children and young people’s mental health and wellbeing Closing the attainment gap between the most and least disadvantaged Improvement in attainment in literacy Improvement in attainment in numeracy |

| Opportunities for Leadership | Resource Requirements |
|---|---|
| Whole staff team – DHoC, SEYW, NT & EYW Family champions – Triple P & Families Connect trained staff | Personal plans, All About Me, Parent Calendar – events throughout the year, Homelinks – Travelling Bears, Curriculum Bags, Story Sacks, Lending Library, Questionnaires, Appropriate ICT packages – TEAM, Glow, ICT devices – PC, phone, laptop, Ipad, WIFI |

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| Professional Learning | Parental Engagement and Involvement |
|---|--|
| Collegiate working within the staff team as well as liaising with other professionals – SALT, Ed Psyc, SW, HV Triple P Training, Families Connect – network meetings CPD provided by EDC & external | Parents will complete personal plans and engage in stay and play, curriculum events, learning journals and workshops |

| Outcomes/Expected Impact | Tasks/Interventions | Measures | Timescale(s) | Progress |
|--|--|---|---|----------|
| Outcomes for learners. | Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions | What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures | What are the key dates for implementation? When will outcomes be measured? | |
| Early Engagement with Parents and children | Email/phone correspondence to parents once allocations have been given | Call record sheet, emails records | Ongoing: August – July | |
| | Personal plans emailed to parents | Completed Personal plan by parents and updates when required | Ongoing: August – July (Depending on start date) | |
| | Welcome video/booklet | | | |
| | Initial Visits/settles to centre – individual to each child | Glow - settling questionnaire | Ongoing within 4 weeks of start date | |
| | Meet the Staff session | Register of attendance, questionnaires/feedback sheets | Termly | |
| Sustained Parental engagement | Stay and play session | Register of attendance, questionnaires/feedback sheets, photographs | Termly | |

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| | Curriculum event | Register of attendance, questionnaires/feedback sheets, photographs, Videos to be added to Youtube | Term 1 | |
| | Learning Journals | Parental contributions, login stats, | Ongoing: August – July | |
| | Family Champion – Triple P | Spreadsheet record, Triple P questionnaires | Ongoing: August – July | |
| | Family Champion – Families Connect | Register of attendance, questionnaires/feedback sheets | Ongoing: August – July | |
| Effective practice for parental engagement moving forward | EYC committee – to be developed | Meeting minutes | Term 1 | |
| | Parent workshops | Register of attendance, questionnaires/feedback sheets, photographs, Videos to be added to YouTube You said we did feedback display | Timetable | |
| | Newsletters | Website updates, parent information wall | Bi-monthly | |
| | SMT drop in – open door policy | Call record sheet, emails records | Ongoing: August – July | |

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| Section 2: Improvement Priority 3 | |
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| Early Years Centre | Clober EYC |
| Improvement Priority 3 | Health and Wellbeing |
| Person(s) Responsible | Who will be leading the improvement? Who will they collaborate with? DHoC, NT, SEYW, EYW, EYSW & DHT |

| NIF Priority | NIF Driver | HGIOELC QIs | EDC Service Plan 2021-24 |
|--|--|--|--|
| Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing Choose an item. | teacher and practitioner professionalism parent / carer involvement and engagement Choose an item. | QI 2.1 Safeguarding and Child protection QI 2.4 Personalised Support QI 3.1 Ensuring wellbeing, equality & inclusion | Improvement in children and young people's mental health and wellbeing Choose an item. Choose an item. |

| Opportunities for Leadership | Resource Requirements |
|--|--|
| Whole staff team – DHoC, SEYW, NT & EYW Leadership roles – HWB, PATHS | PATHS resources and puppets, appropriate quiet space |

| Professional Learning | Parental Engagement and Involvement |
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| Collegiate working within the staff team CPD provided by EDC & external | Questionnaires to parents |

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| Outcomes/Expected Impact | Tasks/Interventions | Measures | Timescale(s) | Progress |
|--|--|--|---|----------|
| Outcomes for learners. | Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions | What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures | What are the key dates for implementation? When will outcomes be measured? | |
| Positive nurturing environment for all | EYC practitioners will become familiar with Nurture principles by participating in professional reading and CPD | Applying Nurture GGC document , CPD record | August | |
| | EYC practitioners will ensure they provide a warm and welcoming environment where all children feel safe and secure | Family surveys Consistency of language used by staff | Ongoing: August – July | |
| | EYC practitioners (specifically those with HWB as leadership) will audit centre practice using Nurture principle documentation (GCC) | Applying Nurture GGC audit document | September | |
| | Observations of children using Ferre Levers wellbeing and involvement scale to be completed on a monthly basis | Observation sheets, wellbeing/involvement scales | Ongoing: August – July | |
| | DHoC – Wellbeing check in with staff | Meeting minutes Staff feel supported | Ongoing: August – July if and when required | |
| | UNCRC – articles to be included in planning sheets | Planning sheets | Ongoing: August – July | |
| | UNCRC champion using articles in daily practice to | Planning sheets, wall displays | Ongoing: August – July | |

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| | educate and inform children of their rights | | | |
| Self-regulation and management of behaviours | EYW build positive, trusting relationships with children in key group and extended centre | Wellbeing assessments | Ongoing: August – July | |
| | NT and EYW will lead PATHS programme to support children’s understanding of emotions | PATHS resources folder, floorbook, wall display | 3 blocks – 1 per term | |
| | PATHS questionnaires to be completed at the start and end of programme delivery | Questionnaires | August then May | |
| | Homelinks (task sheets, activity suggestions) to inform parents of programme | Activity sheets, newsletters | Ongoing: August – July | |
| | Utilisation of child friendly resources such as Colour Monster, Bucket Full of Kindness & Inside Out to be used regularly at group time | Story books, wall displays, e-journals, planning sheets | Ongoing: August – July | |
| | Celebration of achievements both within centre and at home to promote positive behaviours | Achievements wall, certificates, e-journal uploads | Ongoing: August – July | |
| | Continued professional dialogue with Clober EYC and other professionals to monitor wellbeing | Regular SFA meetings to discuss areas of concerns or support for children | Meeting minutes, SFA spreadsheet | Monthly |
| Collaborative working with DHoC, NT & EYW to complete appropriate paperwork for children – wellbeing assessment & action plans. | | Meeting minutes, wellbeing assessments, action plan documentation | Ongoing: August – July | |
| TAC meetings arranged termly (or more often if required) to | | Meeting minutes | As and when required | |

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| | keep parents up to date with actions and interventions | | | |
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School Improvement Plans should be emailed to the link Early Years Quality Improvement Officer by Monday 20th June 2022