

Establishment: Clober Early Years Centre 2025-26 **IMPROVEMENT PLAN**



Framework for Centre Improvement Planning 2025/2026

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

Centre Statement: Vision, Values & Aims and Curriculum Rationale
<u>Vision, Values and Aims</u> <u>Vision</u> 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, to respect themselves, each other, their communities and environment. We will provide appropriate, responsive, differentiated, challenging learning experiences for all children to participate in, to enable all children to develop their capabilities as successful learners, confident individuals, responsible citizens and effective contributors to society. Aspire, Respect, Achieve, Enjoy <u>Our Values</u> Our values are based on what we believe to be the important building blocks of a successful 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 getting feedback from our parents/carers, allows us to reflect upon our practice, and evaluate our current practices. We work in partnership with other agencies and our communities to promote the welfare of our children. <u>Our Aims</u> • S-SAFE- Be knowledgeable and respectful of all current nursery's policies and procedures, ensuring these are being followed at all times to eliminate hazards to ensure we have the safest of environments for children to learn. • H-HEALTHY- To provide children with a healthy snack and lunch option daily, and opportunities to participate in different exercise activities both indoors and outdoors.

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- **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, where all their feelings and emotions are acknowledged.
- **A-ACTIVE-** To provide children with exciting and stimulating experiences, both indoors and outdoors for all children to participate in.
- **R-RESPECTED-** Continue to build positive relationships with all children, their parents and carers and extended community.
- **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 where all individuals are given a voice and are listened to.

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2025/2026	2026/2027	2027/2028
Priority 1	Including every learner - Up, up and Away	Including every learner - Up, up and Away	
Priority 2	Planning and Curriculum approaches		
Priority 3	STEM	STEM	

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Section 2: Improvement Priority 1	
Early Years Centre	Clober Early Years Centre
Improvement Priority 1	Including every learner - Up, up and Away
Person(s) Responsible	HT, DHoC, NT, EP, SEYW, EYW, EYSW

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
Improvement in children and young people's health and wellbeing; .Placing human rights and needs of every child and young person at the centre of education Choose an item.	Curriculum and assessment Teacher and Practitioner professionalism Parent/carer engagement and family learning	QI 2.4 Personalised Support Q! 2.1 Safeguarding and Child protection QI 2.3 Learning, Teaching & Assessment	1.1nurturing care and support 2.1 Quality of the setting for play and learning 1.2 Children are safe and protected	Improvement in children and young people's mental health and wellbeing Placing the human needs and rights of every child and young person at the centre of education Choose an item.

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Opportunities for Leadership	Resource Requirements
Whole staff team – DhoC, NT, SEYW, EYW, EYSW	Up, up an Away Documentation, Staff training, observations

Professional Learning	Parental Engagement and Involvement
Whole staff team in-service training Support from EP	Parental involvement though use of paperwork for identified children

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?	
Introduce the Up Up and Away document (Circle)	All Practitioners attend Inservice day training or inhouse training provided is attendance not possible for all. Identified Practitioners (Mentor) and Senior Management to attend PLCs and online training.	Facilitate and review Practitioner attendance at training. Professional Learning record. Distribute documentation and ensure all practitioner engagement with the resource.	August 2025	

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		Pre and post questionnaires to practitioners on their skills/knowledge. Evaluation of learning collated and distributed to all practitioners.		
Through Practitioner implementation of the documentation almost all children will all feel included and supported within the centre by a whole team approach.	Mentor will work through identified stages of the documentation guided by the PLC team. Record of progress using audit tools on environment. Provide opportunities for parental engagement.	Complete audit tools and identify actions from the literacy rich environment tool. Create action plan and implement priority. Parent feedback.	December 2025	
All children will feel supported to access an environment that is inclusive and literacy rich.	Create a literacy rich action plan through Practitioner observations and review of areas.	Review progress through action plan, led by Management and Champion. Resource audit. Improved resources.	August 2025 – ongoing	
Mentor will have and increased awareness of providing an inclusive learning environment and will ensure a collaborative working approach is supported in the team to	Opportunities to visit pilot centres to review their practice. Engagement with the resources in the Glow Team tile.	Opportunities and time allocated for Mentor to engage with Practitioners to support implementation across the setting and gather observations and evaluations.	August 2025 – ongoing	

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improve outcomes for children.	Coaching support given to practitioners by Mentor. Support from ELST and QIO.	Create a PDSA or 6-week sprint for individual identified areas of the setting to review. Floor books with pre and post photos, observations and comments.		
Almost all children will feel listened to and supported where children will receive purposeful and meaningful interactions from staff.	Staff will be introduced to the Reflective tool for Enriching Communication. Practitioner reflection on communication practice.	Reflective tool to be used by practitioners as a self-reflective tool and as part of peer observations. Evaluate and review and evaluate improvements.	October 2025	
Mentor practitioner to become familiar with the variety of tools within the documentation to support child progress	Risk and Resilience tool Observation Tools Identify stages tool Wellbeing Tool	Improved understanding of child's developmental stage. Improved action plan outcomes and targets for individual children.	November 2025	
Mentors will support identified practitioners to implement action plans for child as required	Child action plans further developed. SMART targets will ensure that all children have specific individual targets that can be measured and achieved to meet their learning needs.	Review by SMT Feedback from parents and TAC. Review of targets for individual children.	January 2025	

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All staff to evaluate Year 1 of Up, Up and Away to ensure deeper implementation across the team and embed in the setting to provide positive outcomes for children.	Regular evaluation opportunities to provide opportunity for feedback.	Practitioner questionnaires	April 2026	
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Section 2: Improvement Priority 2	
Early Years Centre	Clober Early Years Centre
Improvement Priority 2	Planning and Curriculum approaches
Person(s) Responsible	HT, DHoC, NT, SEYW, EYW, EYSW, ELST, QIO

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
Choose an item. - Improvement in skills and sustained, positive school-leaver destinations for all young people; - Improvement in achievement, particularly in Literacy and Numeracy.	Teacher and Practitioner professionalism Curriculum and assessment Choose an item.	QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Ensuring children's progress	2.1 Quality of the setting for play and learning 3.2 leadership of play and learning 3.2 leadership of play and learning	Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Choose an item.

Opportunities for Leadership	Resource Requirements
Whole staff team – DHoC, NT, SEYW, EYW, EYSW All staff will have opportunity to lead on an identified area within the centre.	New resources for centre to support leadership areas

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Professional Learning	Parental Engagement and Involvement
Staff to attend CPD linking to identified leadership area Staff visit other centres to see/share good practice Play pedagogy professional learning Central team support	Parental involvement in e-journals

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?	
Effective team working to improve opportunities for children within the centre	Staff identify leadership areas for yearly focus	Leadership choice sheet	August 2025	
	Review layout of centre by DHoC & NT to create more effective learning zones	Centre map layout Staff meeting minutes	August 2025	
	Small working teams to be created for room working and planning	Staff meeting minutes	August 2025	
	8 week rotation of area planning to be introduced	Planning rota created	August 2025 – ongoing	
Increase staff training and awareness of improvement	Provocations training sessions by ELST to share good practice and support staff team in understanding child led planning	PowerPoint presentation Supporting paperwork Staff questionnaire	August 2025 & February 2026	

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strategies to support more effective child lead planning within the centre.	PDSA/self -evaluation training session with QIO to support staff understanding of improvement processes.	PowerPoint presentation Supporting paperwork PDSA paperwork	August 2025	
	All staff participate in literacy audit to support improvement of opportunities for children	Literacy audit Inservice day agendas Staff meeting Audits Planning	September 2025 January 2026 April 2026	
	All staff participate in numeracy audit to support improvement of opportunities for children	Numeracy audit Inservice day agendas Staff meeting minutes Audits Planning	September 2025 January 2026 April 2026	
	Staff attend EDC training – with feedback to staff team at staff meetings	Training calendar PowerPoint presentation & training notes Staff meeting minutes	September 2025 Ongoing	
Support from SLT in identified areas to improve staff practice for more effective engagement with children learning and planning processes.	DHoC, NT, ELST & QIO review planning paperwork to improve record keeping	Focus visit timetable Action plan	October 2025 Monthly	
	Planning and observations training from QIO & ELST	PowerPoint presentation Staff feedback Example documentation	October 2025	
	Review NT roles and responsibilities within centre Looking at WTA with HT & QIO	WTA document Collegiate calendar	August 2025	
	Development of guidance booklet for staff to support:	Guidance documentation	September 2025	

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	planning, floorbook and ejournals uploads			
	Regular review of planning to give staff feedback	DHoC Month review calendar EYC Collegiate calendar	September 2025 6 weekly	
	Regular review of e-journals to give staff feedback	DHoC Month review calendar EYC Collegiate calendar	Deecmber 2025 6 weekly	
	SLT learning walks to monitor environment and engagement in practice.	EYC Collegiate calendar feedback for staff	1 per planning rotation	

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Section 2: Improvement Priority 3	
Early Years Centre	Clober Early Years Centre
Improvement Priority 3	STEM
Person(s) Responsible	HT, DHoC, NT, SEYW, EYW, EYSW,

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
- Improvement in skills and sustained, positive school-leaver destinations for all young people; - Improvement in achievement, particularly in Literacy and Numeracy. - Improvement in children and young people's health and wellbeing;	Curriculum and assessment Teacher and Practitioner professionalism Choose an item.	QI 2.2 Curriculum QI 3.3 Developing creativity and skills for life and learning Choose an item.	2.1 Quality of the setting for play and learning Choose an item. Choose an item.	Improvement in employability skills and sustained, positive school leaver destinations for all young people Closing the attainment gap between the most and least disadvantaged Choose an item.

Opportunities for Leadership	Resource Requirements
Whole staff team – DHoC, NT, SEYW, EYW, EYSW STEM champions Collaborative working with peers Visiting other centres	Self-evaluation and audit of centre STEM resources

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Professional Learning	Parental Engagement and Involvement
STEM training from EDC STEM nation award scheme – information and resources ELST support	Develop HomeLink's Share good practice through e-journals Curriculum evening STEM stay and play World of work event

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?	
Support children to participate in STEM activities	STEM champions will be identified within the centre and will work closely with NT in overseeing STEM	Leadership choice sheets Staff meetings	August 2025	
Children will develop skills across STEM as a result of improvement of experiences across the centre	All staff to assess current STEM practices and complete self-evaluation in preparation for STEM action plan	Self-evaluation documentation Centre observations	September 2025	
	STEM champions will lead the centre in processes required for STEM nation award Champion access STEM nation raise resources and guidance Champion visit other centres driving STEM approaches	Staff meetings Action plan	September 2025 – ongoing	

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Children will be supported in their understanding of STEM and provided with various opportunities to participate in STEM activities	NT to support staff in STEM development to ensure cross curricular working by all staff	Planning meetings Individual meetings Planning sheets Floor books	August 2025 – ongoing	
	Woodwork trained staff will share good practice and train other staff members to be able to access areas both indoor and outside.	Inservice day agenda Training notes Photos	August & October in service day	
	All staff to promote and raise awareness of STEM though daily planning	Planning sheets Children's comments Floor books Observations	October 2025 - ongoing	
All stakeholders will evidence improvement of experiences across the centre	All staff contribute to and support working toward STEM nation award	Self-evaluation Action plan Planning sheets Wall displays & photos	October 2025 - ongoing	
	Establish HomeLink's to share with parents linking to STEM	HomeLink resources Parental feedback Child feedback	October 2025 - ongoing	