



KingsWellies Nursery

Improvement Plan

August 2020

Year 5 – Session 2020 / 21 (Final Version)

BOLD TYPE - MAIN PRIORITY FOR DEVELOPMENT

Regular Font – Ongoing / Maintenance Priority for Development

Vision, Values, Aims and Mission

“Together we make a family!”

Our Mission

To transform the lives of the children and families we work with, through creating a nursery which feels like home with an extended and supportive family environment.

Our Vision

Positive, caring relationships based on trust and respect, are at the heart of our philosophy.

We have a clear vision of what we want to achieve at KingsWellies Nursery:

- to provide a safe, happy, caring, secure and stimulating environment for your child
- to enable all children to develop their capabilities as successful learners, confident individuals, responsible citizens and effective contributors to society.
- to help all children to prepare for the future.

KingsWellies Nursery: a place to learn, develop and grow ‘happy healthy children’

Our Values

We have a clear understanding of our values at KingsWellies Nursery:

- **HAPPINESS AND WELLBEING** – showing kindness
- **ENGAGEMENT** – being involved, responsive, interested and interesting
- **RESPECT** – promoting a culture of tolerance, inclusion, diversity, equality, fairness and opportunity
- **COMMUNICATION** – being genuine, open, honest and sincere
- **ACHIEVEMENT** – highest quality, high expectations, aiming high
- **INTEGRITY** – means doing the right thing, even when no one else is watching
- **PARTNERSHIP AND CARE** – being reflective and learning from parents as partners, developing strong nurturing relationships
- **CHALLENGING** – testing ourselves and those around us, not accepting the status quo
- **COMMITMENT TO EXCELLENCE** – developing skills for learning, life and work

Our Aims

At KingsWellies, we believe that every day is a learning day and that learning is all around us. As well as being a place of learning, we pride ourselves on ensuring that all children are coming in to a loving, caring environment where they are valued and listened to. We also involve children and parents in trying to continually improve.

At KingsWellies Nursery, we aim:

- to provide a safe, happy, caring, stimulating and secure environment for our children where everyone feels valued, included and respected
- to engage our children in the highest-quality teaching and learning and to maximise success for all
- to create a nursery which feels like home and to provide an extended family environment
- to develop a shared vision for the future of KingsWellies
- to foster high-quality leadership at all levels
- to work in partnership with other agencies and our communities to promote the welfare of our children
- to work together with parents as partners to improve learning and care

- to reflect on our work and fulfil our learning potential
- to value and empower our children and staff by recognising and celebrating successes and achievements
- to promote well-being and respect to develop a culture of ambition and achievement
- to equip our children with skills for learning, life and work, ready to actively grasp and follow their dreams in the future.

KingsWellies aims are based around Building the Ambition (2016) by the Scottish Government. These aims reflect our high aspirations and our commitment to excellence. Through effective teamwork, open lines of communication and in partnership with our parents, we will work towards the realisation of our vision, values, aims and mission statements.

Our guarantee to you

At KingsWellies Nursery, you can be confident that:

- Staff will actively promote our vision, values aims and mission statements
- We have clear policies, procedures and codes of behaviour, which are consistently applied by staff, parents, carers and children
- You and your child will be consulted about the service provided and your views and ideas valued
- All children are happy, confident, safe and secure
- All children will be in an environment where they are inspired, motivated, challenged and confident in achieving their full potential.



OUR CURRICULUM RATIONALE

We asked parents, staff and children what skills and qualities they felt were important to develop in our KingsWellies children. These form the smaller stars on route to the Gold North Star which was created by our staff.

We have designed our curriculum around these skills, attributes and qualities.

To be able to read well and be able to understand texts as well as express themselves in writing.

To demonstrate leadership skills and have integrity, self-respect and ambition

To be successful learners

To be able to make good choices about physical and emotional health.

To be aware of our emotions and why we are feeling or behaving in a certain way. To be able to express ourselves in order to problem solve in our relationships with our families and friends

To be kind, considerate and respectful of others.

To be able to work with numbers in order to solve problems.

To be confident learners who can successfully evaluate their learning and set targets for future

To be able to set high standards for themselves and be aspirational about their future.

To have good knowledge of KingsWellies and its place within the community.

To be resilient and recognise that making mistakes is part of learning and be able to take measured risks.

We encourage all learners to be the best they can be. We provide a safe, caring and motivating learning environment where high quality learning and teaching experiences ensure a culture of success and achievement.

To be able to work independently as well as with others and show openness for new ideas.

To be confident individuals

To be responsible citizens.

To develop knowledge of the world and Scotland's place in it.

To be able to think critically and solve problems.

To be effective contributors

To be confident learners who can successfully evaluate their learning and set targets for future

To be enterprising and creative

We are on a Learning Journey

KingsWellies
Nursery
Curriculum
Rationale
(April 2018)

KingsWellies Nursery – Curriculum Rationale

Rationale

We, the staff at KingsWellies Nursery, believe that all children deserve success in every form. In order to ensure that our children have ongoing, sustainable opportunities to achieve this success, we have built a curriculum which develops the whole person. Our curriculum strives to include (but is not limited by) the necessary knowledge, skills, understanding and attitudes which will drive their motivation for learning. It is lively and engaging for all ages whilst remaining flexible and responsive to the children's needs and interests.

At KingsWellies our rationale is to provide children with a sound basis for their development as lifelong learners with the capacity to develop skills for learning, skills for life and skills for work.

Our curriculum is based around the Scottish National Curriculum documents, "Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families" and the Scottish "Curriculum for Excellence".

The promotion of Literacy, Numeracy and Health and Wellbeing underpins much of the curriculum to provide a supportive and inclusive learning environment for all children, whatever their age and stage of development.

Aims and Objectives

Curriculum for Excellence is about ensuring that we help develop and educate our children and invest in them to become:

- Successful Learners with enthusiasm and motivation for learning and openness to new ideas and determined to reach high standards of achievement.
- Confident Individuals with physical, mental and emotional wellbeing and self-respect and ambition.
- Responsible Citizens with respect for others and a commitment to participate responsibility in political, economic, social and cultural life whilst developing a knowledge of the world and Scotland's place in it.
- Effective Contributors with resilience and self-reliance, who can communicate, work in partnership and apply critical thinking, solve problems and be enterprising and creative.

Implementation

- Challenge and Enjoyment – To ensure the children find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all.
- Breadth – All children should have opportunities for a broad, suitably weighted range of experiences.
- Progression – The children should experience continuous progression in their learning from 3 to 18 within a single curriculum framework.
- Depth – There should be opportunities for children to develop their full capacity for different types of thinking and learning.
- Personalisation and Choice – The curriculum should respond to individual needs and support particular aptitudes and talents.
- Coherence – Taken as a whole, children's learning activities should combine to form a coherent experience.
- Relevance – Children should understand the purpose of their experiences. They should see the value of what they are learning and its relevance to their lives, present and future.

<p>Monthly Staff Collegiate Meetings to be held with a focus on Improvement Plan and ongoing self-evaluation of nursery practices. Flexible Collegiate Calendar produced in consultation with all staff and to be fully implemented (see attached)</p>	<p>Monthly basis – first week of each month</p>	<p>All staff to attend. Director to lead meetings</p>	<p>Increased knowledge, understanding and confidence of staff when working with key documents Opportunity to share good practice and enhance team work</p>
<p>Ongoing staff training through Aberlour Futures, Aberdeen City Council training programme, AZILLO and own CPD. Staff to take responsibility for own learning journeys and see the importance of continuing professional development. Make use of Zoom and other digital platforms as appropriate (Covid dependent)</p> <p>Focus also on staff welfare within the workplace ALL staff to spend time in other rooms within nursery with a focus on sharing of good practice and own CPD All staff to visit other nurseries and schools (Covid dependent)</p>	<p>Ongoing</p> <p>Ongoing in line with CPD / Support and Supervision Programme</p> <p>Ongoing</p>	<p>Aberlour Futures Aberdeen City Council Training Programme Azillo, Zoom, IT platforms</p> <p>SMT</p> <p>SMT / Staff</p> <p>SMT</p>	<p>Increased staff confidence in all areas of childcare with a focus on quality of interaction and curricular provision</p> <p>Improved staff development/training based on effective self-evaluation</p> <p>Improved staff morale</p>
<p>Azillo – staff to timetable CPD sessions in on weekly basis to ensure that ALL Core Training requirements are kept up to date</p> <p>Individual staff and Senior Management Team to discuss and plan individual staff learning journey with a focus on Improvement Plan and own development priorities. Make quality use of ACC, Aberlour and Azillo Training Programmes. Implement core training for all staff. Fully implement KingsWellies Appraisal programme</p> <p>Staff to participate in Food Hygiene, Makaton and Paediatric First Aid training</p>	<p>Term 1</p> <p>Ongoing / Term 1</p>	<p>All staff – Marcia to source appropriate training</p>	<p>Improvement in the quality of experience, care, the curriculum, learning and teaching</p> <p>Improvement in the quality of provision in all aspects of the nursery</p>
<p>CPD training to focus on meeting a wide range of additional support needs. Input from Aberdeenshire Educational Psychologist for ALL staff. Offer opportunity for parental training also.</p> <p>CPD training to focus on observation training and writing. Input from early years advisor.</p>	<p>Ongoing – see collegiate calendar</p> <p>Term 1 – see collegiate calendar</p>	<p>Aberdeenshire Educational Psychologist</p> <p>Early Years Advisor</p>	
<p>CPD training – Unique Transitions (early years advisor)</p> <p>Record changes / developments / progress made as a result of CPD. How do we know that CPD is</p>	<p>To be arranged</p> <p>Ongoing</p>	<p>Early Years Advisor</p> <p>Staff</p>	

<p>enhancing our practice? Reflect on impact on children. Are we getting it right?</p> <p>Fully implement KingsWellies CPD / Support and Supervision Programme. Share with all staff. Implement throughout the course of the session.</p> <p>Make clear KingsWellies Vision, Values, Aims and Aspirations. All staff to be fully aware of roles, responsibilities and the HIGH expectations of KingsWellies, Care Inspectorate and SSSC.</p> <p>Use national and local documents to make better use of outdoor space including local community. Further develop our outdoor provision / areas in order to maximise opportunities for our baby room to fully utilise. Organise Literacy and Numeracy outdoor learning hubs to benefit all children regardless of age and stage. Focus also on Health and Wellbeing in outdoor environment</p> <p>1140 Hours Expansion of Early Learning and Childcare – Ongoing Development. What does this look like for KingsWellies Nursery? How do we ensure high quality provision for ALL children, parents and stakeholders? Are we consistently meeting the National Standard? How can we sustain this?</p> <ul style="list-style-type: none"> • Funding Follows the child and the national standard for early learning and childcare providers (July 2020). Use as self-evaluation guidance. How are we continuing to improve? • Early Learning and Childcare Expansion in Aberdeen City • Early Learning and Childcare – National Induction Resource • A Blueprint for 2020 • Guidance for setting sustainable rates from August 2020 • Guidance on Meeting Criteria 7 – Business Sustainability • Transition Options Guidance on Contracting • Operating Guidance • Funding Follows the Child • Need for quality, flexibility, accessibility and affordability 	<p>Ongoing</p> <p>Term 1</p> <p>Ongoing</p>	<p>Director and share with all stakeholders</p> <p>Supervisors to lead</p> <p>ACC / SMT / Consultation with all stakeholders and staff</p> <p>SMT</p>	
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<p>Variation Application to Care Inspectorate in order to provide additional high quality accommodation for up to 28 additional children within the nearby management suite. This will involve ongoing liaison with Care Inspectorate and all stakeholders in order to provide the highest quality of provision for all service users. Consultation with all stakeholders as appropriate. Review ALL Operational and Curricular Policy documents to take into account new nursery room / enhanced environment.</p>	<p>Term 1</p>	<p>Director to lead Care Inspectorate</p>	
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<p>Evidence of Success</p> <ul style="list-style-type: none"> • Staff have opportunity for distributive leadership , to lead whole nursery developments • Improved indoor and outdoor learning environment for all • Improved ethos of achievement and improved behaviour • Improvement in care, experiences, learning and teaching for all children • Regular professional discussions for all staff • Improvement in quality reflective dialogue • Improved understanding of key local and national documents with a focus on the curriculum 	<p>How will we find out?</p> <ul style="list-style-type: none"> • SMT to monitor progress through each development • Impact on playroom practice • Children's Individual Learning Journeys and Interactive Learning Diaries and setting of individual targets • Questionnaires, evaluations, surveys, consultations • Comments, compliments and concerns from parents, staff and children • Playroom observations by SMT • Care routine observations by SMT – ongoing basis • Sharing of good practice • Monitoring of resources • Monitoring of routines • Increased enjoyment, creativity, motivation and enthusiasm by staff and children • Making good use of Challenge Questions and Level 5 Illustrations within How Good Is Our Early Learning and Childcare?
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Improvement Plan 2: Key Development - Self-evaluation

How will we get there?	When will we get there?	Who will be involved?	Desired Impact
<p>Quality Assurance will continue as VERY high profile. Involve staff in all aspects of self-evaluation. Take a closer look at appropriate Quality Indicators from How Good Is Our Early Learning And Childcare and identify priorities for improvement by staff and stakeholders through broad brush audit and ongoing consultation.</p> <p>Clear focus on Learning and Teaching and Curriculum</p> <p>Clear focus on keeping our stakeholders safe in line with all local and national COVID 19 guidance:</p> <ul style="list-style-type: none"> • Operating an early learning and childcare setting (including out of school care and childminders) during Covid 19 • Focus on key question five: How good is our care and support during the Covid 19 pandemic? • Ongoing review of KingsWellies Covid 19 Policy and reopening strategy – is this still fit for purpose? • EYFS unique transitions guidance 2020: Covid 19 recovery phase <p>Record changes and developments that we observe as a result of CPD. Make use of own room self-evaluation books. Reflect on impact on children.</p> <p>Further engage with self-evaluation tools built in to Building the Ambition and Realising the Ambition: Being Me. Use and discuss the Case Studies as to how we should respond as best practice practitioners within KingsWellies. With 1140 hours we must aim to improve the overall quality of provision.</p> <p>Use challenge questions and Level 5 Illustrations from How Good Is Our Early Learning And Childcare as examples of best practice. These are in line with the EXPECTATIONS of KingsWellies Nursery</p> <p>Provide opportunities for modelling of good practice and to engage with colleagues from other partner providers and services. Prioritise visits to school nurseries and schools with a focus on developing Early Level curriculum. ALL staff to spend time in other rooms within nursery – focus on sharing good practice and own CPD (Covid dependent)</p> <p>Use Education Scotland/Care Inspectorate questionnaires with all stakeholders (parents, children, staff). Analysis of results to inform future improvement planning.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing / Term 1</p> <p>Ongoing / term 1</p> <p>Term 1</p> <p>Ongoing</p> <p>Ongoing</p> <p>Term 2 / 3</p>	<p>All staff</p> <p>Kerry and all staff</p> <p>Kerry and staff</p> <p>SMT</p> <p>All staff</p> <p>All staff</p> <p>All staff / stakeholders</p> <p>staff</p> <p>Kerry</p>	<p>Improved awareness of KingsWellies' strengths and improvement priorities – in consultation with all stakeholders – children, parents, friends, wider community, staff</p> <p>Improved use of variety of self-evaluation tools showing impact on playground practice</p> <p>Improved communication with parents and wider community</p> <p>Improvement in the quality of care, experiences, curriculum and learning and teaching</p> <p>Increased pupil choice and participation in leading own learning</p>

<p>Review and implement KingsWellies Quality Assurance Calendar. Share with all stakeholders. Focus on peer monitoring and sharing of good practice within own establishment and across playrooms. Develop a strong sense of CREATIVITY and ENTERPRISE within each room.</p> <p>Encourage increased parent/carer involvement – Ongoing development and implementation of KingsWellies Parent Council. Continue to focus on family learning opportunities inside and outside the nursery environment. Make use of IT platforms eg facebook (closed page and zoom). Plan annual Xmas Fun day (Covid dependent)</p> <p>Staff to continue to self-evaluate own practice and set individual targets for improvement through Continual Professional Development (CPD) programme.</p> <p>Use the Health and Social Care Standards as evaluation tools / broad brush audit with all staff in order to evaluate and assess our future priorities for improvement. What are we doing well? What do we need to improve? Focus on the evaluation and development of each Care Standard in order to realise our full potential. Focus also on self-evaluation of STAFF WELFARE within the workplace</p> <p>Each room to focus on one QI from HGIOELAC on a monthly basis. Staff teams to agree and prioritise important QI in relation to their own experiences and practices within their learning environment / room. Keep own Self-Evaluation books up to date and share at monthly collegiate meetings</p> <p>Safer recruitment – further involve children and families in the recruitment process</p> <p>Ongoing development of floor books and use of PLODs to continue to develop high quality levels of interest, interaction, concentration, CREATIVITY, ENTERPRISE and engagement in play.</p> <p>Increased opportunities for consultation with children. Ongoing focus on weekly reflection time with key workers. Further develop the use of child-led improvement groups eg. Eco group, outside play group, kindness group, Enterprise groups, Xmas group, Graduation group, celebration group, fundraising group, charity group, risk monitors. Focus on leadership opportunities for all children. Ongoing development of Bubble groups – which have worked well during Covid</p> <p>KR to continue to work with Children's Hearings Scotland in role as Children's Panel Member. Disseminate information to ALL KingsWellies staff</p>	<p>Term 1</p> <p>Ongoing / Xmas 2020</p> <p>Ongoing</p> <p>Ongoing</p> <p>Term 2</p> <p>Ongoing</p> <p>Ongoing / Term 1</p> <p>Ongoing</p>	<p>Staff</p> <p>Marcia to lead</p> <p>Staff</p> <p>All staff</p> <p>Supervisors to lead</p> <p>SMT to lead</p> <p>Staff</p> <p>Staff</p> <p>KR</p>	
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Evidence of Success	How will we find out?
<ul style="list-style-type: none"> • Improved staff familiarisation with key self-evaluation documents • Improvement in children's experiences, adult/child interactions, curriculum and learning and teaching • The development of quality reflective language and dialogue between staff and other stakeholders • Regular professional discussions and peer observation opportunities for all staff – sharing of good practice and time to talk about learning • Effective transition practices between ages, playrooms and P1 • Enthusiastic and motivated children who are involved in determining next steps in own learning • Increased openness to new thinking and ideas by staff and parents • Heightened self-awareness of our performance by staff – aiming for EXCELLENCE with the determination to reach the highest standards! • Improved quality of experience for all children 	<ul style="list-style-type: none"> • Professional discussions – minutes, records, workshops, focus on sharing of good practice • Questionnaires, evaluations, surveys, consultations, policies of the month, comments complements and concerns, newsletters, open days, stay and play days • ECERS / ICERS / SSTEW – audits and scoring sheets to be used to evaluate practice and to determine improvement priorities • Quality Assurance Policy and Annual Calendar • Self-Assessment – Care Inspectorate • Professional Development – staff annual reviews and appraisals • Collegiate monthly meetings – minutes and agendas • Staff training • Observations / sampling of children's learning experiences • Observations / sampling of care routines • Observations / sampling of adult / child interactions • Setting of individual targets • Staff and parent discussion groups • Increased enjoyment, creativity, motivation and enthusiasm from staff and children

Improvement Plan 3: Key Development – Provision of Early Education in KingsWellies Nursery

How will we get there?	When will we get there?	Who will be involved?	Desired Impact
<p>Staff familiarisation and focus on Provision of Early Education Quality Indicators from How Good Is Our Early Learning and Childcare? (February 2016), with a particular focus on:</p> <ul style="list-style-type: none"> • Leadership and Management • Safeguarding and Child Protection • Learning, Teaching and Assessment • Successes and Achievements • Quality Indicator 5.1: Children’s health and wellbeing are supported and safeguarded during COVID 19 <p>Ongoing staff familiarisation with CfE Outcomes and Experiences. All children’s learning and play experiences to continue to be well-planned, tracked, assessed, evaluated and moderated around Experiences and Outcomes and Principles and Practice Papers for 3-5 playroom. This to include identification and implementation of informed next steps for individual children.</p>	<p>Ongoing</p>	<p>All staff / stakeholders / SMT</p>	<p>Improved staff knowledge and understanding of key national documents and their importance in all that we do within our playrooms and practice</p>
<p>Staff Familiarisation with Benchmarks and Broad General Education Progression for Each curricular area. To be implemented within playrooms</p>	<p>Term 1</p>	<p>KR to lead</p>	<p>Improvement in the quality of the experiences, care, curriculum, learning and teaching and meeting children’s needs</p>
<p>Monthly curricular training with all staff.</p>	<p>Ongoing</p>	<p>All staff</p>	<p>Improved use of variety of self-evaluation tools showing impact on playroom practice</p>
<p>Increased awareness of the importance of “enabling learning spaces” and “contexts for learning” when planning creative and stimulating extended play experiences within each playroom. Focus on:</p> <ul style="list-style-type: none"> • Outdoor Education / Forest Schools – Out to Play, My World • Outdoors and Space to Grow • Loose Parts Play • My World Outdoors • Real-life and meaningful contexts – focus on developing enterprising attitudes and abilities • Learning through play • CREATIVITY in play – Our Creative Journey • Engagement and concentration in play • Focus on interest weeks - Health week, charity week • Consultation with children 	<p>Ongoing</p>	<p>All staff</p>	<p>Improved awareness of KingsWellies’ strengths and improvement priorities</p>
<p>Monthly curricular training with all staff.</p>	<p>Monthly</p>	<p>KR / SMT</p>	<p>Improved knowledge and understanding and familiarisation of the content of Experiences and Outcomes and Pre-Birth to Three curriculums</p>
	<p>Ongoing</p>	<p>Depute Managers to lead</p>	<p>Improved relationships with all families as we get to know them well and consult at every opportunity</p>
			<p>Evidence of meaningful assessment and planning for individual next steps in Individual Learning Journeys, digital Interactive Learning Diaries</p>

<ul style="list-style-type: none"> • Enterprise Education /Child-led groups / leadership opportunities for children regardless of age and stage • Links with the community <p>Further make use of Edinburgh City Quality Circle Literacy, Numeracy and Health Audits / Assessment and Planning Trackers to identify improvement priorities</p> <p>Ongoing development of good routines and processes within each playground with a focus on behaviour, listening, tidying up and kindness. Kindness “Bucket Filler” initiative to continue within our ethos of achievement.</p> <p>Ongoing implementation of high quality Learning Journeys for each individual child through use of digital ILD and engagement with children in their own learning and in their own colour learning groups. Focus on NEXT STEPS for key children and key colour groups. Detailed observations to be completed at least once fortnightly for EVERY child</p> <p>Ongoing engagement with our local community through making effective use of community facilities eg. visits to local businesses, Village Hotel, old folks home, Therapets, Keep Scotland Beautiful, local amenities, charity events (Covid dependent)</p> <p>Provide opportunities for children to take part in wider community through dance, language lessons, PE lessons, yoga lessons, Kids Rock lessons, Moo Music, visits from local musicians, dancers and artists, Starcatchers, engagement with parents from different cultures, Flashdance, Macs Results, Apache Honey Bee project, Abrabeats, French (Covid dependant)</p> <p>Provide opportunities for children to take part in wider community through charity events, Eco Schools, Forest Schools, Apache Bee Keeping Project and Rights Respecting behaviours. Focus:</p> <p>Forest Schools / Outdoor Education Rights Respecting Schools – Encourage rights respecting behaviours with ALL stakeholders</p> <p>Literacy, Numeracy and Health and Wellbeing to continue as KEY focus for all staff throughout the session. Develop skills through more real-life contexts and across all areas of the playground and outdoors.</p> <p>Strong focus on distributive leadership throughout the nursery. Development of Lead Practitioners to further develop skills and understanding in Literacy, Numeracy and Health and Wellbeing. Focus is to promote and extend more in-depth learning and to provide staff coaching.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All staff / Supervisors / Depute Managers to lead</p> <p>All staff / supervisors</p> <p>Depute Managers to lead</p> <p>Depute Managers</p> <p>All staff / Depute Managers / Supervisors to lead</p> <p>SMT</p> <p>SMT</p> <p>SMT / staff Lead practitioners</p>	
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<p>Eco Schools Award – Ongoing development. Fully involve all parents and children. Lead by Eco Group. Apply for THIRD Green Flag. Focus on increased partnerships with wider community. The Impact of Learning for Sustainability for Educational Outcomes – key document. Consider the impact of expansion programme also.</p>	<p>Term 3</p>	<p>Laura / Eco Group</p>
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Evidence of Success	How will we find out?
<ul style="list-style-type: none"> • Improved links with local, business and wider community • Children and staff pursuing a happy and active lifestyle • Improved indoor and outdoor learning environment for all • Increased motivation, self-esteem, enthusiasm for all staff and children • Staff and children will develop a sense of physical, mental and emotional wellbeing • Improved ethos of achievement and improved behaviour • Children will develop respect for the feelings, values and views of others • Improved quality of experiences and interactions for all children • Effective transition for all children – between age and stage and into P1 • Improvement of learning and teaching of all children • Improvement in quality of adult/child interaction • Heightened understanding of local and national policies and procedures • Regular professional discussions with a focus on being creative and reflective • All staff, children and parents know, understand and share a common vision, ethos, aspirations and set of aims for the nursery • Happy nurtured, safe, achieving children • Improved learning experiences for all children with a focus on Literacy, Numeracy and Health and Wellbeing • Improved opportunities for distributive leadership 	<ul style="list-style-type: none"> • Impact on playroom practice – monitoring by SMT and peer monitoring with a focus on sharing of good practice • Impact on learning and teaching for individual children • Feedback from staff, parents, children, partner agencies • Ongoing professional discussion • Collegiate minutes and agendas • Individual child progress reports • Questionnaires, evaluations, consultations, surveys, workshops • Feedback from Curricular Champions / Lead Practitioners

Session 2020/21

Improvement Plan 4: Key Development – Getting It Right for Every Child (GIRFEC)

How will we get there?	When will we get there?	Who will be involved?	Desired Impact
<p>Ongoing staff familiarisation and keeping up to date with GIRFEC and GIRFEC for Aberdeen City Council Children</p> <p>Operating an early learning and childcare setting during COVID 19 – Ongoing consultation with all stakeholders and self-evaluation using key question 5. We must continually gather information and continually evaluate progress in supporting staff, children and families to have confidence in our provision, whilst ensuring high quality and positive outcomes for all children. Keep Care Inspectorate records and notification reporting up to date</p>	<p>Ongoing</p> <p>Ongoing / Term 1 review</p>	<p>All Staff</p> <p>Kerry to lead</p>	<p>Putting the child at the centre and developing a shared understanding across all practitioners in KingsWellies and all agencies</p> <p>Staff will understand the central principles of Getting It Right For Every Child with a specific focus on GIRFEC for Aberdeen City Council children</p> <p>Improved care and welfare for all children through effective use of improved communication systems with parents, all services and other agencies</p>
<p>Realising the ambition: Being Me – ongoing self-evaluation to ensure that ALL of our children reach their full potential in a high quality and positive environment</p>	<p>Ongoing</p>	<p>Kerry to lead</p>	<p>Enhanced awareness of the variety of needs of individual children and quicker and more cohesive action to meet these needs</p> <p>Children and their families get the right help at the right time</p>
<p>Ongoing Child Protection and Safeguarding training for all staff including an opportunity to discuss and review Nursery and Authority Policies. Implement Child Protection Covid 19 Policy throughout the nursery. ALL staff to be familiar</p>	<p>Ongoing / Term 1</p>	<p>Kerry to lead</p>	<p>The removal of barriers to learning for children and families</p>
<p>Staff to continue to develop knowledge and understanding of well-being indicators in the SHANARRI wheel, My World Triangles and Resilience Matrix as audit tools to record and share information that may indicate a need or a concern and then take action as appropriate</p>	<p>Ongoing</p>	<p>Depute Managers to lead</p> <p>All staff</p>	<p>Committed to placing the rights of the child at the heart of our nursery ethos in order to improve wellbeing and to improve each child's own potential</p> <p>Improved relationships between children and their peers with a focus on kindness and respect in every aspect of their lives</p>
<p>Makaton training – Continue to implement with staff and children.</p> <p>Ongoing staff involvement in the compilation of IEPs, Care Plans, CSPs, IAFs, MAPs, Individual Care Plans.</p>	<p>Ongoing</p>	<p>Parent to lead</p>	

<p>Chronologies, Medical care plans, medication forms, test and protect, termly ASN audit and digital learning diaries as appropriate</p> <p>Continue to develop and establish the use of Rights Respecting language and behaviour throughout the nursery. Work towards UNICEF Rights Respecting School Award</p> <p>Ensure effective transition for all children, between stages, playrooms, split placement nurseries, other partner providers and P1 schools. Review transitions pack and prospectus– how can we improve processes? Consultation with ALL stakeholders. Scottish Early Childhood, Children and Families Transitions – Key document</p> <p>Focus on further developing staff understanding of schemas and attachment issues and how we can best support each individual child in their individual learning programme</p> <p>Ongoing focus on the development of positive behaviour through the Bucket Fillers Kindness and Respect project within each room and every area of the nursery.</p> <p>CPD focus for all staff – training in how we can best meet a wide range of additional support needs. Training to be provided for ALL staff by Aberdeenshire Educational Psychologist. Opportunities for parent training also to be offered. This was carried over from last year due to COVID 19. Training to include:</p> <ul style="list-style-type: none"> • Core cognitive skills • Growth mindsets • Emotion coaching • Self-regulation • Mindfulness • Attachment Theory • Positive behaviour management <p>CPD focus for all staff – Observation Training and Writing with Early Years Advisor (Leia Derounian). Three collegiate sessions</p>	<p>Ongoing / next session</p> <p>Term 1 / Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing – see collegiate calendar</p> <p>Term 1</p>	<p>All staff / supervisors to lead</p> <p>All staff / Depute managers to lead</p> <p>All staff / stakeholders</p> <p>All staff</p> <p>All staff</p> <p>Jen Sutherland – Educational Psychologist</p> <p>Kerry / All staff / Leia Derounian</p>	
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**KingsWellies Nursery Improvement Plan
Maintenance Agenda – Session 2019/20**

Improvement currently working on	Progress to date	Further developments planned

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KingsWellies Nursery
Quality Assurance
Annual Monitoring Programme – Session 2020/2021

Ongoing

Priority:-

- **Operating an Early Learning and Childcare Setting during Covid-19 – Constant review – SMT to lead/All staff**

Process:-

1. Settling in of new children/families – Laura and Marcia – Ongoing/Supervisors
2. Parental Feedback/Consultation – Laura and Marcia – Ongoing/KR
3. Each Playroom – Weekly Planning – Laura, Marcia and Supervisors – Evaluate weekly
 - Focus on Pre-Birth to Three
 - Focus on CfE
 - Planning for group and individual learning
 - Evaluations
 - Next Steps
 - Tracking of Progress - Termly
4. Individual Child Care Plans – Marcia – Monthly
5. Individual Child Chronologies – Marcia – Monthly
6. Individual Child Learning Journey – Laura and Marcia – Monthly
7. Interactive Learning Diary – Focus on: - Laura – Weekly
 - Planning Group and Individual Learning
 - Observations
 - Next steps
 - Evaluations
 - Links to Pre-Birth to 3
 - Links to CfE
 - Parental Log
 - Tracking of Curriculum} Supervisors
8. Roles and Responsibilities – each member of staff – Laura/Marcia – Ongoing
9. Staff feedback/consultation – Ongoing – Laura and Marcia/KR
10. Teamwork – Ongoing – Laura and Marcia/Supervisors
11. Behaviour – Ongoing – Laura and Marcia/Supervisors

12. Attendance – staff and children – Ongoing

13. Progress in Improvement Plan – KR

14. Health and Safety Checks – Marcia – Ongoing

15. Structured playroom observations/monitoring visits. Focus on:

- Room layout
- Children’s access
- Staff interaction and knowledge
- Meal/Snack times
- Playroom routines

Laura/Marcia
/Supervisors
One per
Month

* Peer Evaluations by Staff in other rooms also – one per month -
Marcia

16. Setting The Table – Food and Nutrition Audit – Marcia – Termly

17. Spot Checks:-

- Nappy changing
- Medication procedures
- Hand washing
- Risk Assessments
- Infection Control – Cleanliness
- Kitchen Cleanliness
- Feedback to parents
- Health and Safety Checks
- Environmental Health Checks
- Temperature Recording
- General cleaning
- Breaks and time limits
- Use of phones
- Teamwork
- Staff absence
- Zoning
- Tidying up (children and staff)
- Reflection times (colour groups)
- Observation times

Marcia/Laura/
Supervisors –
Ongoing →
Daily

18. Quality Circle Audit, Assessment and Planning Tracker – KR – Termly

- Literacy
- Numeracy
- Health and Wellbeing

Termly – KR

19. Annual Individual Child Reports and Parent Evening – Marcia and KR –
Annually
20. Snack and Lunch – Learning opportunities – Supervisors
21. Kindness/behaviour - all
22. Parental + child consultations - Kerry
23. Floorbooks - Supervisors
24. Learning through play - SMT
25. New staff – buddy system, mentor, CPD, setting –
Marcia/Laura/Supervisors

Collegiate Calendar

Session 2020/2021

Staff Collegiate Meetings are to be held during the first week of every month. All staff must attend as part of their own Personal Continual Professional Development. All Collegiate Meetings are planned in relation to our KingsWellies Improvement Plan (session 2020/21). One SSSC Code and one Challenge question from HGIOELC to be focused on in each meeting. Each room to bring own self-evaluation book to each meeting for discussion and evaluation.

Week of:	Focus
06/10/20	<ul style="list-style-type: none">• Child Protection/Safeguarding Refresher• Covid-19 Review• GIRFEC Update• Self-evaluation – Health and Social Care Standards• Azilo.com/CPD training• Improvement Plan (2020/21)• Self-evaluation – Covid-19 – Key Question 5
27/10/20	<ul style="list-style-type: none">• Self-evaluation – Covid-19• Outdoor Education/ My World Outdoors• Observation training 1 – Leia Derounian
03/11/20	<ul style="list-style-type: none">• Rights of the Child• Outdoor Education/Out To Play• Self-evaluation – HGIOELC and SSSC• Observation training 2 – Leia Derounian
24/11/20	<ul style="list-style-type: none">• Learning and Teaching• 1140 hours – Self-evaluation• Observation training 3 – Leia Derounian• Staff and child wellbeing
19/01/21	<ul style="list-style-type: none">• Self-evaluation – Realising the Ambition• Observation Training – follow up• Curricular Policies – review• GIRFEC/ASN

09/02/21	<ul style="list-style-type: none"> • GIRFEC • Curriculum • Self-evaluation – Our Creative Journey • Educational Psychology Training – Growth Mindsets
02/03/21	<ul style="list-style-type: none"> • Literacy across Learning • Curriculum Policies - review • Self-evaluation – Realising the Ambition: Being Me • Educational Psychology Training – Emotion Coaching and Positive Behaviour Management
11/05/21	<ul style="list-style-type: none"> • Literacy across Learning • Curriculum policies - review • Self-evaluation • Educational Psychology Training – Core Cognitive Skills and Self-regulation
08/06/21	<ul style="list-style-type: none"> • Numeracy across Learning • Curriculum – Benchmarks/progression/pace and challenge • ASN training • Self-evaluation • Educational Psychology Training - Attachment Theory and Mindfulness
22/06/21	<ul style="list-style-type: none"> • Numeracy across Learning • Curriculum – Benchmarks/progression/pace and challenge • GIRFEC /ASN training • Self-evaluation
03/08/21	<ul style="list-style-type: none"> • Health and Wellbeing across Learning/Children and Staff wellbeing • Curriculum – Technologies Benchmarks
07/09/21	<ul style="list-style-type: none"> • Health and Wellbeing across Learning / Children and staff wellbeing • Self-evaluation – Key national documents • Improvement Plan – Staff Consultation (session 2021/22)