



newsletter



Autumn Newsletter – September / October 2022

“Together we make a family!”



Follow us on Instagram and like us on Facebook!

Great ways for you to keep up to date with all the latest news from the KingsWellies gang!

What have the Wellies Gang been up to this time?

We have been as busy as usual. We have been completing the Hands Up Travel Survey, national fitness day, Recycling week, planting and gardening, learning about the seasons, exploring our senses, how to keep safe, friendships, rules, all about me, colours and textures, farming, getting ready for school and moving to our next rooms, exploring minibeasts, visits from pygmy goats (ponies to follow in September) and enjoying our much-improved garden! We never stop learning!



2022 Graduates

Best wishes to all of our boys and girls who started school this Summer. Look at us in our school uniforms.! Remember to keep in touch boys and girls and ALWAYS do your VERY best in everything that you do!

Graduation – Class of 2022

WE really enjoyed our final graduation party. What a ball we had! We asked for a Kids Rock party and we had the BEST time! Parents and staff gave the boys and girls a very well-deserved standing ovation when they left the nursery for the last time. Congratulations everyone!



Staffing Update

We are a number of staff OVER our ratio EVERY day. This is unlike most other nurseries. This ensures that we can easily accommodate lots of high quality staff training, holidays and staff absences.

We would like to say best wishes to Ellis and Kayleigh who are both leaving us and moving to pastures new. Thank you so very much for ALL of your extremely hard work. We will miss you.

Welcome to Amy Buchan and Lucy Pirie who have recently joined us. Welcome back also to Rachel Cross and Lauren Garden who have returned recently from maternity leave. Pedro has returned to us from Spain. Pedro is a qualified teacher and a real asset to KingsWellies.



Baby Lewis Charles

BABY NEWS

Huge congratulations to Marcia who recently had baby Lewis Charles. Simone who gave birth to baby Leighton. Eibhlish who had baby Maddison and Steph who has become mummy to baby Olivia Ruby. Well done everyone. We are VERY proud of you!



Baby Leighton



Baby Oliva Ruby

Festivals, Traditions, Harvest and all things Autumn

As part of our Festivals and Tradition topic, we will be celebrating Halloween. We have lots of exciting activities planned. We will also be asking the children what they would like to learn. Throughout this topic we will be learning about:

- Concepts of light and dark
- Seasons – Autumn and Winter
- Colours
- What is hibernation and which animals hibernate?
- Harvest thanksgiving
- Diwali – Festival of Lights
- Animals – nocturnal, diurnal and crepuscular
- Pumpkins and tasty treats
- Halloween
- Festivals and traditions

We will be doing lots of baking and food tasting activities too. We will be dressing up, decorating our pumpkins and partying until we drop! Lots of great fun! Watch out for updates from our teachers.



Learning and Teaching in KingsWellies

Over the next few weeks, we will be focusing on a variety of topics in our playrooms. These will include:

- **KINDNESS – Are you a bucket filler or a bucket dipper?**
- The Scottish Daily Mile - we aim to jog, run or walk for up to 15 minutes every day!
- LOTS of Science experiments!
- LOTS of Reflection Time in our interest groups; talking about our learning and what we would like to learn with our key workers
- Child-led improvement groups – Eco group, kindness group, gardening group, playground group, charity group, celebrations group, Xmas group, Festivals group, enterprise group. We will keep working hard to improve our nursery.
- Seasons – Autumn and Winter
- Weather
- Hibernation – nocturnal, diurnal and crepuscular animals
- Festivals, traditions and celebrations
- Grow well choices – making healthy decisions
- Guy Fawkes – Bonfire night and firework safety

- 8th September – international literacy day
- 13th September – Roald Dahl day
- 18th September – Jewish new year
- 22nd September – elephant appreciation day
- 28th September – national good neighbour day
- 4th October – Grandparents day
- 5th October – world teacher day
- 6th October – world mad hatter day
- 7th October – world smile day
- 9th October – fire prevention day
- 14th October – national dessert day
- 16th October – national dictionary day
- 16th October – world food day
- **31st October** – Halloween. Lots of celebrations!
- **31st October** – World Cities Day. Learning all about Edinburgh, our capital city and London, the capital city of the UK.
- **3rd November** – Kindness day. LOTS of bucket filling! Have you got any ideas for us?
- **5th November** – Guy Fawkes Day! Marshmallows and songs and sparklers around the fire.
- **11th November** – Diwali. Festival of lights.
- **10th November** – Remembrance Sunday. Making our own poppies.
- **13th November** – International kindness day
- **20th November** – Universal children's day. What are the rights of the child?
- **21st November** – World hello day. How do we say hello in LOTS of different languages?
- **30th November** – St Andrew's Day. Celebrating the patron saint of Scotland. Learning about ALL things Scotland and being proud of our Scottish heritage! Remember to wear something Scottish this week.
- **3rd December** – International day of persons with disabilities
- **5th December** – World Soil day
- **9th December** – International Xmas Card day
- **10th December** – Human rights day
- **14th December** – International monkey day



- **24th December** – Hanukkah begins (Jewish)
- **25th December** – Christmas day
- **31st December** – New Years day
- Literacy, Numeracy and Health and Wellbeing – LOTS of exciting learning opportunities.

KingsWellies £10 Snack Shopper – Would you like to do our snack shopping for us?

Number, Money and Measure: “I am developing my awareness of how money is used and can recognise and use a range of coins” MNU 0-079

Our children are learning all of the time. Our main focus for learning is through developing our **Literacy, Numeracy and Health and Wellbeing** skills. As part of the Scottish Curriculum for Excellence, we also develop skills, knowledge and understanding in:

- **Expressive Arts**
- **Social Studies**
- **Technologies Sciences**
- **Religious and Moral Education**



We would like our KingsWellies children to develop a good understanding of money. The best way to do this is through using REAL money. If you would like to be one of our “**Snack Shoppers**” over the weekend, please email our Admin team. They will then give you our snack “Shopping List” and the £5 budget. It would be a huge help to us if you and your child could buy some of the items for our snack over the weekend. This will also be a hugely beneficial experience for your child. Why not make this their weekend responsibility? This will provide a vast range of learning opportunities right across the curriculum.

Please just take back the shopping, change and receipt at the beginning of the week. Please also fill out our Snack Shopper Diary so that we can share your shopping experiences with our other children! Feel free to add any photos and also your feedback.

Alternatively, do this at home with own children whereby they buy your own household shopping. This is a great (and easy) way to teach them about money and the concept of budgeting.

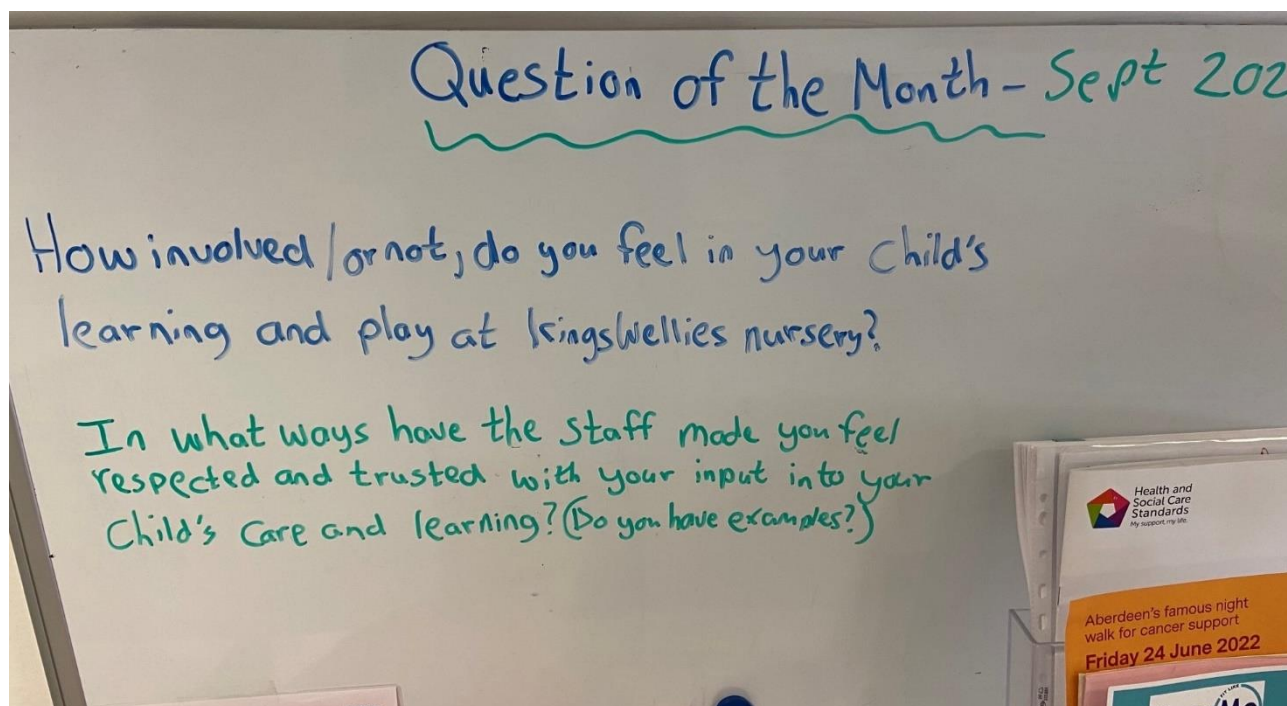
Extra-Curricular Activities

We are also really delighted to have all of our visiting teachers back after the Summer. Moo Music, Kids Rock, French, Yogatots and Flashdance have all restarted this term. We have changed the days of most of our classes so that a wider variety of our boys and girls can enjoy these experiences. Pedro will also be working with us on our Spanish and Physical Education.



Parental Consultation – Question of the month

Each month we strive to self-evaluate our practice because we want to be a better nursery. We also need our parents to give us feedback. Each month we have a new self-evaluation question which comes from the new Care Inspectorate document “A Quality Framework For Daycare of Children, Childminding + School-Aged Childcare” (Feb 22) Please give us your comments. Your feedback means a lot to us.



Room Ages

Just a reminder to parents that our rooms are configured in the following ways:

- Babies – Birth to 2 years
- Toddlers – 18 months to 3 years
- Pre-School – 2.5 years to 5 years
- Jellies – 3 years to 5 years

Some children may move rooms earlier or later. These age ranges are a guide and we base all transitions around the individual needs of the child. Any questions, please see Michael or Laura.

Staff Training

We are already very busy with our training for Session 2022/23. Staff will be participating in lots of training during the next session.

Kerry will also continue in her role as a Chair of the Children's Panel for Children's Hearings Scotland.

Parent / Carer Training

As you are aware, Michael will be carrying out training for all parents to attend over this session. Our first training was a great success with 21 parents joining. Please see the timetable below and join us if you can.

Subject	Subject matter	Date/ time
Welcome to KingsWellies	<ul style="list-style-type: none">• Introduce KingsWellies to new parents and staff, a session to provide information about kingsWellies nursery, room, staff, events, extra curricular activities etc. (overview of prospectus) as well as information for upcoming information evenings	Wednesday 17/8/2022 8pm
Child Development	<ul style="list-style-type: none">• What is child development?• Aspects of development• Sequence and rate• Children as individuals• What we do at kingsWellies nursery. (observe, analyse, assess, evaluate, share, next steps)• What parents can do at home. (observe, share information, assess, next steps)	Thursday 8/9/2022 @ 8pm
Play	<ul style="list-style-type: none">• Play types• Benefits of play to children's development• Play risk benefits• What we provide at KingsWellies (play opportunities, morning set up play matching development and interests of children.• What parents can do at home with	Tuesday 13/9/2022@ 8pm

	children (share play experiences, play preferences, observe children playing, play with children.	
The curriculum- Cfe and pre birth to 3	<ul style="list-style-type: none"> • Introduce cfe • Introduce pre birth to 3 • How KingsWellies uses cfe in planning and providing play opportunities for children 3-5. • How KingsWellies uses prebirth to 3 in planning and providing play opportunities for children 0-3. 	Wednesday 5/10/2022@ 8pm
Child Protection and Safeguarding	<ul style="list-style-type: none"> • What is child protection? • What is safeguarding? • How KingsWellies ensures children are kept safe and protected • Policies and procedures in place • What can parents do to support safeguarding and child protection? 	Wednesday 26/10/2022@ 8pm
Supporting Children's behaviour	<ul style="list-style-type: none"> • Types of behaviours seen in children • Age/stage appropriate behaviours and their importance • Strategies used in KingsWellies to support and manage children's behaviours • What parents can do at home to support behaviours in children. 	Wednesday 29/11/2022 @8pm

Parent Tips, Ideas and Suggestions

This is a space for parents to communicate with each other. If you have any suggestions, please email us with your ideas so that we can include them in this section of our newsletter.

Lost Property

Please label ALL clothes, toys and personal possessions. The nursery CANNOT take responsibility for lost articles which are not FULLY labelled.

Please also ensure that your children are appropriately dressed in warm clothing for the colder weather. We will still be out and about in ALL weathers. Thank you.



Stay and Play Session

We would like to invite all our grandparents to attend a Stay and Play session during this term.

Tuesday 4th October at 3:00pm – 4:30pm

KingsWellies Policies of the Month

This month we would like to provide you with the opportunity to review and consult on our updated Sleep Policy 2022 and Transitions Policy 2022. Please give us your feedback. All other Policies and Procedures can be requested from the Office

Please find also find our Improvement Plan for 22/23 attached for your information. Our Improvement Plan is implemented in order to continue to improve our service for you and your children.

KingsWellies Nursery Vision, Values, Aims and Mission Statement

We are totally committed to an agreed shared Vision for our nursery and community. We want our Vision to reflect the aspirations of our children, parents/carers, staff and partners. We are highly committed to providing strong leadership in order to develop and sustain our Vision, Values, Aims and Mission. We last reviewed these with all of our stakeholders in 2021. We would very much like your feedback again as these are very important to us. We have to get them right.

- Are they still relevant?
- Are we getting these right?
- Are we achieving what we have set out to do?
- Is our vision ambitious and challenging?
- How well do these inform our daily practice?
- Do they have any impact on improving the quality of the learning, teaching and childcare within KingsWellies?
- How well do we communicate these?
- Have we missed anything?

"Together we make a family!"

Your feedback means a huge amount to us and will always shape our future direction. Please give us your thoughts and comments. We will then review and amend our Vision, Values, Aims and Mission Statement for 2022.

Christmas Holidays

Just a reminder that we are closed for two weeks over the Christmas and New Year Period. We close at 6pm on Friday 23rd December and reopen 7.30am on Monday 9th January 2023. It will be here before we know it!

Aberdeen City Council Pre-School Funding

For all those of you who have children who are approaching aged three or are already three years old, you will be entitled to apply for pre-school funding from Aberdeen City/Aberdeenshire Council. Please see our Admin team in order to complete the appropriate forms. We can now also provide funding to MeTwo children. If you fall into this category please speak to Admin for more information.

KingsWellies Nursery Parent Council

Michael will be in touch with you soon about this in order to see how we move this forward.

Parent Council Constitution

Objectives

The objectives of the parent council are: to develop and engage in activities which support the education and welfare of the nursery children and to represent the views of the parents in regards to the education and welfare of the nursery children. The role is to support and create a welcoming nursery that is inclusive for all parents and to promote relationships between the nursery, children, parents, carers and the wider community.

Aims

- To benefit the nursery with the ideas, skills, knowledge and opinions of its members
- To decide what actions to take
- To come to decisions everyone is happy with

Projects

- Fundraising at nursery events
- Family photographs
- Extracurricular activities
- Staff feedback
- Consulting on recruitment process
- Consulting on snack/lunch menus
- Nursery improvement and planning
- Organising social events
- Steering the nursery vision for excellence
- Eco school awards
- Point of contact for parents/carers
- Maintenance of nursery grounds
- Forest Schools Award
- Outdoor Education
- UNICEF Rights Respecting School Award
- National Nursery Awards
- Nursery/Home links
- Ongoing Consultation
- Quality Assurance

The Wellie Jellies

The opening of this room has been a great success. We have received very positive feedback from children, parents and staff. We are hoping to extend further in to the Management Suite in order to make this room bigger and provide spaces for more children. We will keep you posted as this develops further.

The Wellie Jellies are VERY proud of their room and have been very busy learning, learning and more learning!

Please give us your feedback as to how we can continue to improve operational aspects of this room. We very much value your advice.

Individual Learning Diary (ILD)

If you are a NEW parent, please make sure that you speak to your room supervisor or key worker about logging in to this very important tool. Our admin staff will also be able to support you with this.

Comments, Compliments and Concerns

Please give us your feedback – good and bad. It means a lot to us! We only want to keep improving in order to provide the BEST service possible. PLEASE make us your first port of call if you have any comments or concerns. If we work together, we will be able to achieve the very best for all of our children. Many thanks.



We also have Compliments slips available in reception in relation to our staff. The staff work very hard and we all know that it is nice to hear a compliment from time to time. Many thanks to those parents who have already paid staff members a compliment. We are always looking for Workers of the Week and Workers of the Month.

If you would like this newsletter or any other documentation from nursery translated into another language or an alternate reading format, please do not hesitate to contact us.

Caring For Babies & Toddlers

&

Sleep Policies

Published	March 2015 (V1)
Reviewed	March 2016 (V2)
Revised	April 2022



Caring For Babies and Toddlers Policy

At KingsWellies Nursery we care for children under the age of two and ensure their health, safety and well-being through the following:

- Children under the age of two have a separate play room and are cared for in small intimate groups. We ensure that younger children have opportunities to have contact with older children whilst at nursery
- Care is taken to ensure that babies and toddlers do not have access to activities containing small pieces, which may be swallowed or otherwise injure the child
- The environment and equipment are checked daily before the children access the area. This includes checking the stability of the cots, areas around and chairs and ensuring restraints on these, pushchairs and prams are intact and working
- All doors are fitted with viewing panels and door finger-guards to ensure the safety of children
- Outdoor shoes are removed or covered when entering the baby and toddler area(s). Staff remind parents and visitors to adhere to this procedure
- Babies and toddlers have their nappies changed according to their individual needs and requirements by their key worker wherever possible
- Information will be shared between parents and the key worker about nappy changing and toilet training in a way that suits the child
- Potties are washed and disinfected after every use. Changing mats are wiped with cleanser before and after each nappy change
- Each baby must have his/her own bedding which is washed at least weekly and when necessary
- Cot mattresses meet safety standards
- Children under two years are not given pillows, cot bumpers or any soft furnishings in order to prevent risk of suffocation
- Children are not to be left to sleep in pushchairs or baby bouncers as their backs are not fully supported in this equipment whilst sleeping (unless the parent has specifically requested this and have signed a disclaimer)
- We follow all cot death prevention/safety guidelines and advise parents of this information. Babies are always laid to sleep on their back, with their feet touching the foot of the cot
- Sheets or thin blankets come no higher than the baby's shoulders, to prevent them wriggling under the covers. We make sure the covers are securely tucked in so they cannot slip over the baby's head
- Children's individual sleeping bags may be used in consultation with parents. These are washed at least weekly and when necessary
- Cots are checked before use to ensure no items are within reach i.e. hanging over or beside the cot (e.g. blind cords, cables)
- No child is ever left unattended during nappy changing time
- Babies are never to be left propped up with bottles as it is both dangerous and inappropriate
- Babies sleeping outside have cat/fly nets over their prams/buggies and prams must lie flat so children are supported. Parents must sign a disclaimer if they wish their child to sleep outside
- Sleeping children are supervised at all times. Ten minute checks are completed and baby monitors are placed within sleep room.
- Checks on sleeping babies are completed every 10 minutes. This may increase to 5 minutes for younger babies and or new babies. Checks are documented with the time and staff initials on the sleep check form
- Staff do not change nappies whilst pregnant until a risk assessment has been discussed and conducted. Students only change nappies with the support and close supervision of a qualified member of staff
- Where food/milk is prepared for babies there is a separate area within the kitchen which is specifically designated for this preparation
- Bottles of formula milk are only to be made up as and when the child needs them. These should be cooled to body temperature, which means they should feel warm or cool, but not hot. Easy Prep machine is used for preparing bottles ready to drink once made. Test milk on staff wrist.

- Following the Department of Health guidelines, we only use recently boiled water to make formula bottles (left for no longer than 30 minutes to cool). We do not use cooled boiled water that is reheated
- Bottles and teats are thoroughly cleaned with hot soapy water and sterilised after use (they will not be washed in the dishwasher)
- Bottles are disposed of after feeding individual babies
- A designated area is available for mothers who wish to breastfeed their babies or express milk (this is a large space within the disabled toilet)
- If dummies are used they will be cleaned and sterilised. This also applies to dummies which have been dropped (see separate dummy policy)
- All dummies are stored in separate labelled containers to ensure no cross-contamination occurs
- Sterilisers are washed out and cleaned daily when in use

Children transfer to the older age group when assessed as appropriate for their age/stage following our agreed transition and settling procedures.

Sleep Policy

At KingsWellies Nursery we aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment. The safety of babies' sleeping is paramount. Our policy follows the advice provided by The Cot Death Society to minimise the risk of Sudden Infant Death. We make sure that:

- Babies are placed on their backs to sleep, but when babies can easily turn over from the back to the stomach, they are allowed to adopt whatever position they prefer to sleep
- Babies/toddlers are never put down to sleep with a bottle to self-feed
- Babies/toddlers are monitored visually when sleeping. Checks are recorded every 10 minutes.
- When monitoring, the staff member looks for the rise and fall of the chest and if the sleep position has changed

We provide a safe sleeping environment by:

- Monitoring the room temperature
- Using clean, light bedding/blankets and ensuring babies are appropriately dressed for sleep to avoid overheating
- Only using safety-approved cots or other suitable sleeping equipment (i.e. pods or mats) that are compliant with British Standard regulations
- Only letting babies sleep in prams or buggies if we have parents' written permission
- Not using cot bumpers or cluttering cots with soft toys, although comforters will be given where required
- Keeping all spaces around cots and beds clear from hanging objects i.e. hanging cords, blind cords, drawstring bags
- Ensuring every baby/toddler is provided with clean bedding and their own bag to store it in
- Transferring any baby who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest
- Having a no smoking policy.

We ask parents to complete sheets on their child's sleeping routine with the child's key worker when the child starts at nursery and these are reviewed and updated at timely intervals, at least every three months. If a baby has an unusual sleeping routine or a position that we do not use in the nursery i.e. babies sleeping on their tummies, we will explain our policy to the parents and ask them to sign to say they have requested we adopt a different position or pattern on the sleeping babies' form.

We recognise parents' knowledge of their child with regard to sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will. They will also not usually wake children from their sleep. Staff will discuss any changes in sleep routines at the end of the day with parents and will share observations and information about children's behaviour when they do not receive enough sleep.

Sleeping twins

We follow the advice from The Foundation for the Study of Infant Deaths (FSID) regarding sleeping twins and will not put them together in the same cot to sleep.

Further information can be found at:

<http://fsid.org.uk/page.aspx?pid=426>

<http://www.healthychildcare.org/pdf/sidschildcaresafesleep.pdf>

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 cultural 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.



KingsWellies Nursery

Transitions Policy + Procedures

<u>Published:</u>	<u>March 2022</u>
<u>Reviewed:</u>	



KingsWellies Nursery Transitions Policy & Procedure

Purpose of Procedure

To ensure that all children and families are supported sensitively, inclusively and positively through transitions that are consistently well managed and individually planned for with a multi-agency approach.

During the COVID-19 Pandemic all staff should ensure they are also following the latest Scottish Government guidance. As guidance will be constantly changing, all staff must ensure that this is continually monitored and that individual COVID-19 risk assessments are being updated in line with most current guidance. [Scot-Gov - Coronavirus Early Learning and Childcare Services](#)

Where parents cannot access the setting in person during COVID-19, the transition procedures will take place over phone/video/outdoors. Staff should do their utmost to ensure that this procedure is thorough, supportive, and settling for parents and children.

Who is responsible?

The child's Key worker will take the lead in all communications with the family and other relevant professionals to plan and support transitions and ensure that all staff who need to know this information, regarding how to support the child's needs, do so.

However, it will be ALL members of staff's responsibility to ensure that they:

- Understand the impact of transition, loss and change on individual children.
- Take time to understand the transitions that are relevant to the family.
- Communicate effectively with the child and give reassurance.

How will the procedure be implemented?

Transitions could include:

- Moving to or from a service.
- Moving to a new house.
- Change in family dynamics (births, deaths, marriage, divorce, health, pets, employment, income etc).
- Moving to a new room
- Moving to P1

On Application, families will be:

- Given information about the service to support them in making an informed decision to apply (this may be in the form of discussion, leaflets or relevant forms) and Prospectus Pack.
- Encouraged to ask questions and share any concerns.
- Encouraged to visit (virtually or in person) new settings where a move is the reason for transition.

- Offered the widest choices of provision available to suit their needs and will receive a personalised approach to their placement planning.

On Admission, families will be:

- Given a warm welcome by the team and introduced to all members of staff
- Given time and support to share information that will support the development of a Personal Plan to best support the child's learning and care needs
- Allocated a Key Person
- Supported by the Key Person to plan for an appropriate settling in period (we recognise that all children react differently to new transitions and therefore settling in periods will be adapted where required to meet the current needs of each child)

During Placement:

- On first day child will be given lots of reassurance, if they require a comforter or a favourite toy, they can bring this along
- Parents are encouraged to stay for a time during their first session, so they as well as the child feels welcomed in the setting
- Personal Plans will be regularly adapted in partnership with families to ensure the care and learning needs of children is kept relevant and up to date as they progress. This will happen at least every six months
- Families will be offered regular support and feedback on their child's progress in the form of regular reviews, Personal Plans, Learning Journeys, and informal chats, daily handover feedback, Parent's Evenings
- Parents/Carers are encouraged to be actively involved in their child's learning and care experience and their knowledge, input and experience is valued
- Transition from room to room, will be planned appropriately and with the children's individual needs at the core

When Moving On:

- Families will be supported in planning for all onwards transitions and the setting will ensure that agreed information is passed on to the new setting i.e. Transition Passports, reports from your service and external agencies, child's strengths and individual needs, chronologies, care plans, ILD's
- Families will be given a collection of 'keepsake' information that has been gathered through the child's early learning and childcare experience. This include their Learning Journey, artwork, and summaries of any reviews etc
- The setting will provide the new school with all appropriate information i.e., ILD, Care Plan, Chronology, Confidential File and Report

Transition from room to room.

As you are aware, transition to the next room in KingsWellies is dependent on a number of things:

- The age of the child
- The child as an individual. All children develop at different rates. Some may be ready to move before others (age and stage)
- Whether there is a space available in the next room.

Our rooms are broken down into the following age categories:

- Babies - aged 0 to two years. Some children may move earlier (from 18 months), and some children may move later
- Toddlers - aged 18 months to three years. Some children may move earlier (from 2.5 years), and some children may move later
- Pre-School - aged 2.5 years to 5 years. Some children may start in the pre-school room earlier and some may start later
- Wellie Jellies – aged 3 years to 5 years

If there is not a space available for your child in the next room, please be reassured that they will still be working at the appropriate curricular level within their current room. If there is not a space available for your child in the next room, then they will be moved as SOON as one becomes available. You will be kept fully informed and transition will happen in full consultation with you.

Parents will still receive their full funding allocation for all children aged three and above, regardless of the room that their care needs are being met in.

For example, if there is not a space available for your child in the pre-school room, then they will still follow the Early Level Curriculum from Curriculum for Excellence (in the Toddler room) until a space becomes available. They will also fully participate in a number of activities with the pre-school staff and children (Covid restrictions dependent). These will include:

- outdoor education and play
- following the Early Level curriculum and planning from the pre-school room
- reflection groups with their pre-school key worker
- trips and visits with the pre-school room
- all pre-school extra-curricular groups and activities
- story times and music times in the pre-school room
- art and craft activities with the pre-school room
- celebrations and festivals with the pre-school room
- join breakfast club
- join for snacks/ Lunch
- Flash Dance
- Kids Rock
- Yoga

We will continue to review this on an ongoing basis and will be in touch to inform you when the move will take place.

Transition to P1:

These children will come from both rooms, Wellie Beans and Wellie Jellies. We have lots planned to make this transition process as easy for them (and parents) as possible. Activities will include:

- Visits to their own school (schools to provide dates)
- Visits by their new teachers to Kingswellies (we have already invited them all)
- Visits to Kingswells School and Playground
- Practicing how to line up, get our own coats on, change our shoes, pack our bags, and eat our playpiece
- Can we write our own names? Can we recognise our own name?
- Developing our independence and resilience
- Completing our Life Skills Awards
- Bus journeys and lots of community visits
- Focus on Literacy, Numeracy and Health and Wellbeing
- School Uniforms
- Rules, Routines and Friendships
- Looking at our school websites with our friends
- Wellie Beans and Wellie Jellies spending lots of time together to discuss P1 and prepare for school
- Individual Learning Journeys sent to each school
- Lots of “school” stories and “school” topic activities
- Parent’s Night
- Key Workers to contact each school to pass on all relevant individual information
- Stay and Play dates for parents to join us
- Learning Packs/bags available at each door to take home
- Parents invited to visit each school (schools to provide dates)
- Graduation!! We can’t wait for our Graduation committee to start planning the party for all parents!
- KingsWellies will provide the new school with all relevant information e.g. ILD, Care Plan, Chronology, Confidential File and Report

Here are some suggestions to help prepare your child for starting school in August.

- Do they recognise their own name? if not make a sign together for their room and where they hang their jacket at home so that they are used to seeing it
- If you are going to teach them to write their name, please only teach the first letter as a capital- if they learn their whole name in capitals, it then takes time for them to unlearn it
- Remember school is different from when you went, they will be unlikely to have their own desk, but they will be very used to the set up as it's similar to Nursery
- Label EVERYTHING!
- Encourage them to open their own snacks so that they are able to do it at playtime and lunchtime
- Velcro shoes are best!
- Don't share your concerns with them and don't talk about how they are your baby, and they aren't ready! They are taking their lead from you!
- Can you put on your own jacket and zip it up? If not, start encouraging them now!
- Can they use the toilet independently and wash and dry their hands independently? Now is the time to work on this
- When you find out their gym days it's best not to put them in shirt and tie those days
- In Scotland all P1-P3's get a free lunch – when you get a menu pop it somewhere in the house and let them know what the choices are each day and decide what they will have together
- This year is unique as there hasn't been visits to school but remember that all the children are in the same position
- P1 teachers are angels in disguise, we promise you can trust them with your baby!



KingsWellies Nursery

Improvement Plan

August 2022

Improvement plan area	How will we improve?	Desired impact	Who will be involved	Timeframes	Outcome and dates
Supervisor and management workload to be revised	By reconfiguring the daily, weekly and monthly workload of supervisors and managers (through delegation and responsibilities) this will allow the supervisors to focus more on their rooms and SMT to focus on auditing and quality assurance.	Supervisors will have more time in their rooms with the children and staff to provide more support to practitioners and utilise their time better. SMT will have clear daily/weekly and monthly responsibilities for auditing and quality assurance, removing the pressure from supervisors.	Room supervisors SMT	August 2022 to reconfigure. Ongoing checks in how job responsibilities are going. May 2022, MR looked over and revised roles and responsibilities of managers and supervisors	
All staff to visit other nurseries and schools (Covid dependent) 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	Partner nurseries to be set up, to allow staff to have the opportunity to experience other settings. Staff to reflect and prepare a short reflection of their experience of other nurseries/share best practice found with their colleagues. Staff to work in other rooms within the nursery, to share best practice, role model and provide feedback to the room staff.	Staff will become more aware of good practice and high-quality care to take back and share with their colleagues to be used in the setting. Staff will also take pride in sharing/role modelling good practice with/from other settings.	Michael Facebook partnership group set up- other providers will be involved. Michael to work with other leads/man	Childcare partnership group set up- May 2022 From August 2022 to start staff swapping, staff to other nurseries and other nursery staff to visit our nursery.	

practice and own CPD (Covid dependent)			agers to implemen t.			
Pre-birth planning review	To review the pre- birth to 3 planning documents to ensure that numeracy, literacy and health and wellbeing are embedded fully within the curriculum.	Reviewing the planning documents will ensure that the staff are promoting literacy, numeracy and health and wellbeing within the pre birth to 3 curriculum. This will support planning of activities, observations and next steps for children.	SMT, babies and tots room supervisor s. Staff in baby and tots rooms will be involved in planning implemen tation and once implemen ted.	August 2022 to start to look at new planning for pre-birth to 3. August 2022 update After Care inspection at SMT on 2 nd August it was agreed that Planning through floorbooks would be used across the nursery. Caroline to lead on planning through floorbooks, learning and then training all staff.		
Planning through floorbooks 'Talking and Thinking Floorbooks'	Floorbooks are a child-led approach to documentation and planning which give children a place to write down or draw their thoughts about a topic, or for an adult to accurately record	Planning will be streamlined consistent and child led across the nursery, leading to	Caroline to lead in gaining training and then	Caroline to access training in September and observe other settings		

	<p>children's voices. The 'Talking and Thinking Floorbook Approach' can be adopted by any educator working with 0 to 11 year-olds.</p> <p>We will implement planning through thinking and talking floorbooks across the nursery.</p>	<p>increased child led and open ended activities taking place led by children's thoughts and ideas.</p>	<p>to support staff in the nursery with implementing planning through floor books.</p>	<p>using the floorbooks to plan.</p> <p>August 2022 update-</p> <p>Been in touch with Great Western- Will come to visit in September to discuss planning through floorbooks. October- December staff will be introduced to new planning.</p>	
<p>Realising the Ambition: Being Me (2020) – to ensure that we are meeting the needs of every child, post Covid recovery</p>	<p>Review pre-birth and cfe planning, next steps and observations.</p> <p>Ongoing Audits of care plans and ILD's</p>	<p>By reviewing our curriculum planning, observations and next steps, we will ensure that the needs of children are being met post recovery from covid, picking up on children's development and ensuring that children are meeting learning and developmental milestones.</p>	All staff	<p>August 2022</p> <p>UPDATE August 2022</p> <p>All staff have been asked to complete realising the ambition being me training to update their knowledge.</p>	

<p>Quality Assurance will continue as 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>Self-evaluation will give the supervisors ownership of their room, staff members will reflect on their strengths and weaknesses, this will support our recovery from care inspectorate report Dec 2021.</p>	<p>Room supervisors to lead and staff in rooms will have input in self-evaluation</p>	<p>Ongoing</p> <p>May 2022</p> <p>All room supervisors have been provided with Care inspectorate quality indicator to start self-evaluating within their room.</p> <p>August 2022</p> <p>Using CI report, rooms asked to focus on QI 1.1 and 1.3, to look at what they are doing well, and improvements they can make. Rooms to make an improvement plan for these areas. Training and support to be made available by Management</p>	
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Record changes and developments that we observe as a result of CPD. Make use of own self-evaluation booklets. Reflect on impact on children.	Staff discussion groups/ 1:1 on their individual CPD, focus on- What have they learned from CPD?, what can they share with others? How has it supported their practice? Collegiate meetings and reading links used for CPD.	This will support staff not only to continue to learn and develop, but also to share their knowledge and learning with others, and to reflect on how the learning is applied in practice. This will be used to self-evaluate their own knowledge and be used for quality assurance by SMT	SMT to Lead and provide to ALL staff to complete	Staff training to Start August 2022 May 2022 All staff have been provided with CPD checklist to self-evaluate their own knowledge, this will support CPD arrangements for staff training meetings June 2022 Collegiate training calendar for staff has been sent to all staff.	
Further engage with self-evaluation tools built in to Realising the Ambition: Being Me. Use and discuss the Case Studies as to how we should respond as best practice practitioners within KingsWellies	Case studies to be included in training materials and information evenings for parents/carers/staff, these questions will be used for staff to provide an evaluation of how they show best practice to showcase the high quality care of KingsWellies.	This will allow staff to self-evaluate their own practice using the case studies, this reflection will highlight best practice to be shared with staff at information evenings. Included through self-	ALL staff to complete SMT to support and use as quality assurance check	Start August 2022 ongoing, collegiate meeting calendar to be set up.	

	Embedded within self-evaluation/CPD booklet-	evaluation/ CPD booklets			
Safer recruitment – further involve children and families in the recruitment process	<p>Set up partnership with NESCOL, guaranteed interview scheme for NC and HNC students (students will be qualified and will have completed PVG checks for placement).</p> <p>Recruitment to include children's views, 2 step interview process to add a session with children, to show practice at interview, children to then feedback their views. (maybe sticker chart after the person has left, or get their opinions) to use as part of recruitment evidence.</p>	<p>In doing this, we will ensure that we have qualified, knowledgeable staff interviewing for nursery positions, that will have gained practical experience and will have knowledge of the nursery setting.</p> <p>Including the stay n play or plan an activity with children session, allows the interviewee to see how the nursery works, experience time with children, to allow them to make an informed choice on their employment and the children to have a voice in the recruitment process.</p>	Michael to lead in partnership with Catherine Macintyre (Childcare department curriculum manager)	Start August 2022	
Quality assurance and self-evaluation as high profile in KingsWellies Too – ALL aspects	<p>2 supervisors now in Jellies room to support each other. More visits to the Jellies room, to ensure auditing and evaluation is continuous.</p>	<p>With the Jellies not being in the main building, an effort to support them, with management being visible with their support to encourage</p>	SMT to ensure regular visits to the Jellies room, to support	Ongoing	

		supervisors and staff confidence in their abilities and reflection.	supervisors in the room, quality assure and audit.		
<p>Staff familiarisation and focus on A Quality framework for daycare of children, childminding and school aged childcare – Care Inspectorate (Feb 2022)</p> <ul style="list-style-type: none"> How good is our care and learning? <p>1.1 Nurturing care and support</p> <p>1.2 Children are safe and protected</p> <p>1.3 Play and learning</p> <ul style="list-style-type: none"> How good is our setting? How good is our leadership? <p>3.1 Quality assurance and</p>	<p>Framework document outlines changes to care inspections, 2022 document to focus mainly on 4 quality indicators.</p> <p>Michael supporting supervisors to focus on statements from the framework 'most likely to be inspected' in 2022. As well as other quality indicator statements.</p> <p>Supervisors to use the statements to discuss with their rooms and reflect on 'Are we very good?' and 'How can we become very good'. To support recovery from December 2021 Care inspectorate report.</p>	<p>To recover from care inspection report Dec 2021, to improve grades to all 5's and work towards 6's.</p> <p>Supervisors will self-reflect and self-evaluate within their rooms with the room practitioners, this will ensure that rooms are working towards high quality care, improving on weaknesses and building on strengths.</p>	<p>Michael and supervisors to facilitate</p> <p>All staff involved within rooms</p>	<p>Michael to meet room supervisors weekly/bi weekly to support with statements.</p> <p>Starting May 2022</p> <p>May 2022</p> <p>All room supervisors have been met to discuss the new framework for 2022 and the quality indicators of focus.</p>	

<p>improvement are led well,</p> <ul style="list-style-type: none"> How good is our staff team? <p>4.1 Staff skills, knowledge and values</p> <p>4.3 Staff deployment</p>						
<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 is to include identification and implementation of informed next steps for individual children. Make good use of benchmarks when planning progressions in learning.</p>	<p>Staff training on cfe (as well as pre-birth to 3), also parents information sessions to explain the curriculum and how these are applied in practice within KingsWellies.</p> <p>Daily social media posts to showcase the knowledge and understanding of the curriculum outcomes and experiences.</p>	<p>Staff will build self confidence in their knowledge of using the curriculum to inform planning and next steps to write better observations and provide more in-depth handovers to parents.</p> <p>Rooms will provide posts to social media to showcase the learning and development taking place, this will inform parents of the learning and development and play opportunities</p>	<p>Michael to lead training for staff and parents</p> <p>All staff</p>	<p>August 2022-December 2022</p> <p>Social media posts started May 2022, ongoing</p>	<p>July 2022 Update</p> <p>Social media posts reduced to 2 weekly posts per room, due to personal phone use policy and time frame for posting.</p>	

		available, showcasing the high quality environments for the children.			
Staff Familiarisation with Benchmarks and Broad General Education Progression for Each curricular area. To be implemented within playrooms	As above	As above	All staff	Ongoing CPD	
<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 playroom and outdoors.</p> <p>Audit of pre-school rooms planning and next steps, checking that numeracy, literacy and Health and Wellbeing are embedded within the planning and next steps for children's learning and development</p> <p>Staff to observe children's numeracy, literacy and health and wellbeing learning and development and provide observation reports.</p>	<p>To review the pre- birth to 3 planning documents to ensure that numeracy, literacy and health and wellbeing are embedded fully within the curriculum.</p> <p>Audit of pre-school rooms planning and next steps, checking that numeracy, literacy and Health and Wellbeing are embedded within the planning and next steps for children's learning and development</p> <p>Staff to observe children's numeracy, literacy and health and wellbeing learning and development and provide observation reports.</p>	<p>After recovering from covid, and children not accessing ELC, we will ensure that children are developing in Numeracy, literacy and Health and wellbeing.</p> <p>Observations of children will ensure that staff are checking</p>	<p>SMT to support supervisors</p> <p>All staff involved in planning</p>	August 2022	

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.	Lead practitioners to engage with training in Numeracy, Literacy and Health and Wellbeing. To look at planning and delegate more to practitioners, audit practice and promote good practice	This will show the roles and responsibilities clearly, set boundaries between leaders and practitioners, and ensure that curriculum planning takes account of literacy, numeracy and health and wellbeing.	Room supervisors	From August 2002 ongoing	
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	Michael to lead on Staff training session on child protection and safeguarding Parents information session on what the nursery does in regards to child protection and safeguarding (discussing the policies and procedures)	Staff to gain or recap on their knowledge of child protection and safeguarding, to ensure that children's safety is at the centre of practice. Parents will have more detail and opportunity to ask questions and provide feedback on KingsWellies policies and procedures	Michael to provide training evenings.	August 2022 July 2022 update Care inspectorate 'SIMOA' poster put up around nursery as reminder to trained staff about keeping children safe. To use care inspectorate HUB 'keeping children safe practice notes to support training'.	

					Further training on this required, will be included in training calendar.	
Focus on staff welfare within the workplace (post Covid recovery). Focus also on staff roles and responsibilities, accountability, work ethic, the highest of standards and proactive approach	Michael to provide constructive feedback to staff on their roles and responsibilities, to motivate and encourage good practice throughout the nursery. All staff to self evaluate their performance through supervision meetings.	Staff will grow in confidence, have a clearer understanding of their job role and responsibilities, including accountability for their actions.	Michael to lead All staff	ongoing		
Staff training – High quality discussion and handovers with parents	Michael to lead on role modelling hand overs with parents, this will be supported through social media updates, parents knowledge and questioning, and staff training on cfe/pre birth to 3.	Staff will show high quality information at handovers, moving away from only the basics being handed over, to more detailed handovers to include children's learning and development.	Michael to lead All staff	ongoing		
CPD Training to focus on observations writing, ILD/observation super users to support	Michael will provide support to staff along with super users- practitioners who show best practice.	Observations will improve, showing learning and development within the observations, more children's voice and actions.	Michael to provide training to All staff supported by 'super users'.	August 2022 to start training June 2022- Check of observations on ILD, Michael has audited and selected superusers.		

Rights respecting nursery- Bronze accreditation	Establish a rights respecting group in the nursery, to work towards becoming a rights respecting nursery.	<p>The first step will be to prepare the commitment needed to become a Rights Respecting School</p> <p>And having The resources in place to support this commitment.</p> <p>To achieve bronze accreditation</p>	Michael/Laura to take the lead in preparing the application	September 2022	
Utilising 'Family' to support all staff to reduce their daily/weekly/monthly workload	Exploring the change over to 'Family', to look into all services that Family provides and implement relevant areas that will support staff with their roles.	<p>This will streamline daily/weekly/monthly tasks and auditing, ensuring that information is being stored in one place, ensuring that all staff can access and use the tools, making their job role easier and quicker, leading to more productivity within rooms.</p>	Laura to lead on exploring 'Family' (with support from Caroline)	From August 2022	
Using 2021/2022 consultation/evaluation forms from parents/staff stakeholders to implement changes.	We will use the consultation and evaluation forms from 2021/2022 to implement self-improvement in areas that improvements are required.	<p>This will be a tool to support improvements in the nursery.</p> <p>Improvements will be made based on the</p>	SMT	Ongoing	

		feedback from stakeholders.				
Partnership working with charities and other nurseries	To work in partnership to support charities and other nurseries in the surrounding area.	Improve sharing of information, sharing of staff and resources to support quality assurance and self-evaluation.	Lead by SMT (Aberdeen partnership facebook page set up)	From August 2022- ongoing		
Child-led groups	Build groups within the nursery for Eco-schools, rights respecting school, Graduation, inclusion etc	More child led, child focussed, and child voices being heard, to build on respecting children's views and wishes	All staff within rooms	September 2022		
Quality Assurance group	Quality assurance group made up of staff from the nursery, to check, audit and make improvements.	Staff will be more involved in the evaluation and quality assurance of the nursery overall, giving more understanding of the quality assurance process, and involvement in planning improvements within the nursery.	Open to all staff	From August 2022		
Possible expansion of WellieJellies room Variation application to care inspectorate to provide additional high quality accommodation	Wellie Jellies to be expanded once planning permissions are approved, to add more space for 3-5 year old children and more space within the room.	With the expansion of 1140 hours in Scotland by Scottish government provided more funded childcare, the need	KR to lead	Ongoing- (prospectively) October 2022		

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.					
Nurture spaces	Provide nurture spaces within play rooms- This is a space in which children can escape to learn with their peers, to have that much needed time out from the classroom or to enjoy learning activities outside of the normal classroom environment.	<p>This will encourage:</p> <ul style="list-style-type: none"> • inclusive practice • the raising of achievement and attainment • a calmer, purposeful environment • higher staff and child self esteem • better relationships with parents and reduction in conflict 	Room supervisor s to lead on ideas with support from SMT	From August 2022	

			<ul style="list-style-type: none"> practitioners and support staff to have understanding of the links between motivation and learning teachers and support staff to have increased awareness of the relationship between social/emotional factors and learning positive changes in the way staff think and talk about children increased staff confidence and competence in dealing with 'challenging' or 'difficult' children 			
Inclusive Education	<p>Based on Scottish Government guidance on inclusive Education for all. Start 'early level' awareness of same sex families, 'differences and similarities' 'cultures and religions'.</p> <p>Introduce books, photos and early awareness, look over early</p>	<p>This will promote early level inclusivity at a level suitable for children's age/stage of development.</p>	All staff	From August 2022		

	level curriculum topics from Scottish government to implement into the early years curriculum.				
Continue to move towards Level 6 Excellence Level – become a centre of Excellence	While improving the nursery to ‘very good’ (level 5) continue a push towards 6 (excellent) This will be improved by new partnership working (college, nursery, parents) high quality care throughout the nursery, supporting learning and development of staff.	The aim is to gain ‘6’ (excellent) grades to show that KingsWellies is an ‘excellent’ setting for children to grow up and thrive in.	All staff	ongoing	
Curriculum	Great ideas and activities are being designed by practitioners across all rooms when exploring new topics. These are then ready made materials to be used in the future. These are to be stored in room cupboards, to allow other rooms access to these when required.	This will help staff to know that materials are available when required, saving time in creating new materials.	All staff	ongoing	
Observations from Children's point of view.	Based on the Bradford university SOFI observational framework, look to introduce keychild observations over a longer period of time (around 15 mins per child) to observe the child's interactions and voice over a longer period of time.	This will support Quality assurance processes within all rooms. Each keyworker will observe their key children for a period of time, and how they are interacting and reacting over a time period within their room. These records will be used to quality	All staff to learn how to complete time sample observations	Ongoing. 1 per key child per month.	

			<p>assure in many areas with the room, including: Child led play, staff to child interactions, resources, room layout and environment, child to child interactions, resources and spontaneous play. This will support improvements across the nursery.</p>			
Child led play	<p>To support children's independence, choice and rights, we will support more child play activities within the nursery. Child Led opportunities will be provided across all rooms. This will be supported through new child led planning, collegiate training opportunities, child view observations and quality assurance processes</p>	<p>This will ensure that children are supported with their choices in play that will encourage and support learning and development. Adults will facilitate and scaffold play for children to enable children to lead their own learning and development, promoting independent choice and meeting their rights.</p>	All staff to be involved	<p>Ongoing throughout the year. Will be embedded within other areas of the improvement plan-</p> <ul style="list-style-type: none"> -Observations from Children's point of view. - Child-led groups - Quality assurance and self-evaluation as high profile in KingsWellies Too - ALL aspects - Planning through floorbooks - Talking and Thinking Floorbooks' 		

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