

Quality Assurance Journey Ebook

Service Name: Kingswellies

Date started: 10th December
2022

ELC Manager: Laura Barry

Depute Manager : Caroline

Reid

Locality Lead Officer: Alison

Stewart



Ethos and life of the service as a community:

- There is a positive ethos and climate of respect and trust based upon shared values across the ELC community.
- All practitioners contribute through open, positive, supportive relationships where children and young people will feel that they are listened to.
- Staff promote a climate in which children and young people feel safe and secure.
- Practitioners model behaviour which promotes effective learning and wellbeing within the ELC community.
- We are sensitive and responsive to each young person's wellbeing.

HQIOELC	HSC STANDARDS	NATIONAL STANDARD
1.0 Leadership and management of practitioners 2.1 Safeguarding and child protection 2.3 Family learning 2.7 Partnerships	1 Experience users, compassionate and nurturing care and support. I am included in wider decisions about the way the service is provided, and my suggestions, feedback and concerns are considered. I am supported to participate fully and actively in my community.	1.3 Sustainable staffing structures are in place which meet the recommended adult:child ratios. 3.2 Children have daily access to outdoor play and they regularly experience outdoor play in a natural environment as part of their funded ELC offer. 5.1 There is open and regular communication with parents and carers about the work of the setting and families are meaningfully involved in influencing change. 5.2 Parents and carers are supported to engage in their child's learning and development.
CI FRAMEWORK	RTA	
1.1 Children are safe and protected 1.4 Family engagement 1.5 Effective transitions 3.1 Quality assurance and improvement are led well	Establishing positive, loving, nurturing and understanding relationships Work with children, young people and their families on ways to improve wellbeing. Believe professionals must work together in the best interests of the child	

Curriculum areas and subjects:

- Our environments enables learners to take part in meaningful learning experiences, that considers the various stages of development in the classroom, providing support and opportunities for challenge.
- Staffs interactions encourage sustained shared thinking and promote life-long learning.
- Adults facilitate experiences that are empowered by child autonomy and a secure play based pedagogy.
- Our curriculum design presents opportunities for learning that includes the 7 principles of curriculum design (Challenge and enjoyment, Breadth, Progression, Depth, Coherence, Relevance, Personalisation and choice).
- A culture of reflective practice is apparent throughout the service and supports continuous improvement practices.

HQIOELC	HSC STANDARDS	NATIONAL STANDARD
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment	I am supported to make informed choices, so that I can control my care and support.	1.5 Care Inspectorate quality evaluations are good or better on themes that relate to quality of staffing, management and leadership. 4.4 All ELC registered staff in the setting are achieving a minimum of 12 hours per year of Continuous Professional Learning 3.1 Care Inspectorate quality evaluations of good or better on the theme relating to quality of environment 4.1 The setting uses relevant national self-evaluation frameworks to self-evaluate and systematically identify strengths and areas for improvement.
CI FRAMEWORK	RTA	
1.1 Nurturing care and support 1.3 Play and learning 3.1 Quality assurance and improvement are led well 3.3 Leadership and management of staff and resources	My movement and coordination development Advocate preventative work and early intervention to support children, young people and their families Child-centred play pedagogy Clear rationale and shared understanding of the value of play	

Interdisciplinary Learning:

- Our curriculum includes space/opportunities that enable children and young people to make connections between different areas of learning.
- Interdisciplinary learning is stimulating, relevant and challenging.
- Revisiting a concept or skill from different perspectives deepens understanding and can make the curriculum more coherent and meaningful for learners.
- We take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for young people's wider involvement in society.

HQIOELC	HSC STANDARDS	NATIONAL STANDARD
1.3 Management of resources to promote equity 1.3 Developing creativity and skills for life and learning	My care is provided by people who understand and are sensitive to my needs and my wishes. I am supported to make informed choices, even if this means I might be taking personal risks.	1.2 The setting must have a framework to support children's learning that is informed by national guidance and is appropriate to support individual children's development and learning focused on active learning through play.
CI FRAMEWORK	RTA	
2.1 Quality of the setting for care, play and learning 2.2 Children experience high quality facilities	My movement and coordination development Promoting my confidence, creativity and curiosity Take a holistic approach to the wellbeing of a child	

Opportunities for personal achievement:

- Personal achievement provides children and young people with a sense of satisfaction and helps to build motivation, resilience, and confidence.
- The experiences and outcomes include opportunities for a range of achievements in the learning setting and beyond.
- The service offers opportunities for achievement and to provide the support and encouragement which will enable children and young people to step forward to undertake activities which they find challenging.
- ELC Provider works closely with a wide range of partners to help young people access information and opportunities and make their voices heard.

HQIOELC	HSC STANDARDS	NATIONAL STANDARD
2.4 Personalised support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing children's progress	My human rights are respected and promoted. I am respected and treated with dignity as an individual. My care and support adapts when my needs, choices and decisions change. I am encouraged and helped to achieve my full potential.	2.1 Care Inspectorate quality evaluations are good or better on the theme relating to quality of care and support. 4.2 The setting will be willing to provide appropriate support, including making any reasonable changes to the care and learning environment, to ensure that children's additional support needs do not present a barrier to them accessing a full range of experiences and meet their individual needs.
CI FRAMEWORK	RTA	
3.2 Leadership of Play and Learning 4.1 Staff skills, knowledge, and values	Wellbeing – my self, social, emotional and communication development For the best interests of the child at the heart of decision making	

Date of visit: 10th
December 2022

Settings current improvement
priorities :

- 1.3 Implement Child led floor
book planning
- 2.2 Extension of KingsWellies Too

- 3.1 Further develop Self-
Evaluation
- 3.3 Revise supervisor and
managers work remits

Vision

Positive, caring relationships based on trust and respect, are at the heart of our philosophy. KingsWellies is a place to learn, develop and grow 'happy healthy children'

Values

HAPPINESS AND WELLBEING
ENGAGEMENT
RESPECT
COMMUNICATION
ACHIEVEMENT
INTEGRITY
PARTNERSHIP AND CARE -
CHALLENGING
COMMITMENT TO EXCELLENCE

KingsWellies ELC benefits greatly from a strong management team who has an overview of all areas of the nursery

Aims

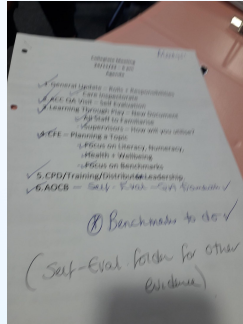
At KingsWellies, we believe that every day is a learning day and that learning is all around us. As well as being a place of learning, we pride ourselves on ensuring that all children are coming in to a loving, caring environment where they are valued and listened to. We also involve children and parents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

Kingswellies Nursery has a lovely, warm, welcoming feeling throughout the nursery. There is a real family feel to the setting and all staff and children appear happy to be there. Staff and children move through the setting, chatting to others, laughing and having fun. Children's ideas and opinions are a priority within activities.

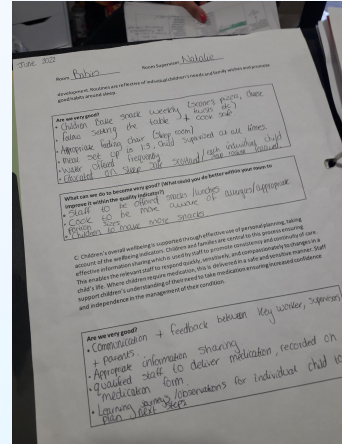


Quality Improvement is a main feature of practice at Kingswellies. All staff, children and families are included with focus on improving outcomes for children. There are regular opportunities for meaningful self-evaluation activities, looking at national guidance and using challenge questions.

Action plans are in place for specific areas of the curriculum which are being worked on by the setting as a whole. These actions support the improvement priorities identified through self-evaluation and link with the settings vision, values and aims.



Regular Staff meetings allow discussions which promote collegiate thinking and confidence among staff to share responsibilities equally.



Children's personal plans are kept and focus in on the specific needs of all children, such as things that would comfort them or individual requirements throughout the day. Children's plans, their observations and ideas are all part of their learning journey which is kept within the rooms.

Individual cloakroom areas are provided of the children. They have their own space for their belongings allowing for a development of sense of self while supporting independence and confidence.



Activities such as Health week allow children to make connections between different areas of learning. Building a concept or a skill from different perspectives deepens understanding and makes the curriculum coherent and meaningful to learners





The environment has been carefully laid out to ensure that children have a wide variety of different play areas available to them to stimulate a range of different learning opportunities. Cosy spaces are available as well as areas for use of loose parts and natural, open ended resources. Children are confident in choosing and using the resources available to them and transporting them to further develop their play.



Children are encouraged to lead their own learning and support others. Their opinions and suggestions are respected and valued. Successes are celebrated and shared.

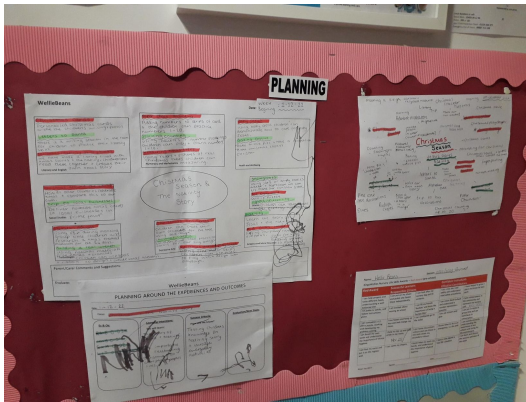


Personal achievements and milestones of development reached are recorded within Life skill awards which support the 4 capacities of CFE

Name: Yvette Ferguson Session: 20/11/2023 Reviewed

KingWillies Nursery Life Skills Awards - Purple Awards (4-5)			
Purple Award	Successful Economy	Responsible Citizens	Effective Contributors
I can identify my coat jacket and shoes	I can listen and follow instructions	I can help to tidy up	I have made choices in the community
I feel confident in participating in new experiences with peers and teachers	I can mark making using my fine motor skills	I can recognise my own name	I can identify my basic colours (red, blue, green, yellow, orange, purple)
I can do the actions to basic Nursery song/Rhyme	I can share nicely with my friends	I usually have a healthy snack	I can wash my hands
I can say basic small words	I can sleep on a sleep mat comfortably	I can play, think and do something when learning with other children and staff	I can...

Wow! You did it! Signed: _____ Date: _____



Children are regularly made aware of their learning by staff who are being supported to value planning approaches that are responsive to children's interests and life experiences. Individual success are celebrated and shared with other children and staff

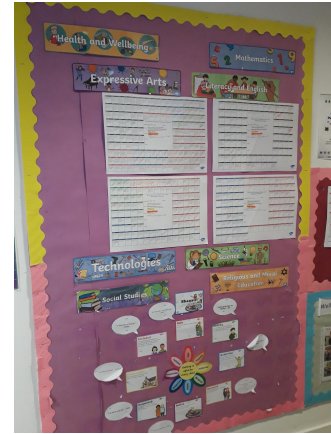
Staff knowledge and understanding is supported in many ways - i.e. Experiences and outcomes flipcharts



Floor book planning has been rolled out throughout the setting. Effective responsive planning supports children to be leaders of their own learning. Staff are growing in confidence of using this planning and are aware of how this links with the curriculum for excellence.

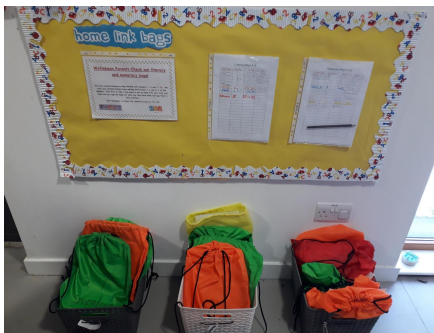


Throughout the setting, there are displays which focus on the learning outcomes and the skills being developed by the children in their play. Children's ideas are incorporated with a focus on Literacy, Numeracy and Health and Wellbeing. Curriculum areas and well being indicators are evident within many information areas and shared with families.

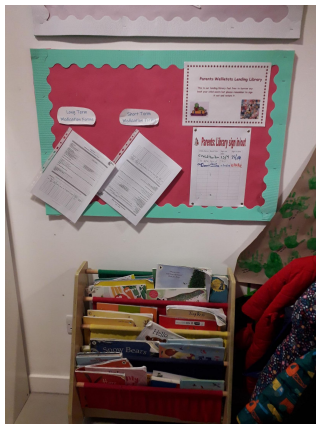


As part of becoming a Rights Respecting Nursery, Child led groups are practised. Eco School, Garden committee, Christmas Committee to name a few. Children are invited to register for groups. Real life meaningful experiences are supported by nursery staff. Visits to local shops for snack or Dobbies to buy fish allow children to experience planning a journey and using money. Organising charity events and celebration events such as graduation allow the children to plan and be part of a group supporting others. Children's ideas and learning are at the forefront of all activities.

Family Engagement



There is a real understanding of the importance of family engagement. The setting has an open door policy and encourages the involvement of families within most areas of the nursery. The setting recognises the parents as the main educator and values a parents or carers observations. Evaluation forms are distributed and ideas and opinions valued. There are many events which families are invited to get involved with and share their child's nursery experience.



Parents and families are welcome into the setting at drop off and pick up time. This supports building strong relationships. Many events allow families to be active participants. Grandparents day recently was well attended and enjoyed by all.

Home school links are evident within the setting. Lending Library and Maths and Literacy bags are available to share at home and allow families to share and support their child's learning and development while becoming more familiar of how children learn and develop.

Supporting Staff to deliver high quality practice

Staff are well supported within the setting , Management teams have regular meetings and are aware of the training needs of their staff. They facilitate time for shared learning and allow staff to work in different rooms to build relationships across the setting. Distributive leadership is evident with room leads taking responsibility for some areas and practitioners being confident to discuss improvements identified.

Regular monitoring of practice takes place and staff are encouraged to be reflective practitioners. Sharing practice and discussing strategies builds confidence in pedagogy and supports knowledge and understanding. Regular observation tracking facilitates effective observations which identify learning and appropriate next steps for the individual child. Staff are supported with a growing confidence to be able to identify learning within their practice and from there provide resources, time or interactions that will support further learning and development.

Identified improvement priorities:

- Support Floor book planning
- Support Staff knowledge and understanding of National Documents
- Further engage with Self Evaluation
- Look outwards and inwards to share practice.

Support required:

I am confident you have plans in place to meet your priorities going forward however if there is anything we can support with, please just let me know.

Next visit date: Next term (Jan-Mar 2023).