



Renfrewshire Council Children’s Services

**Childcare First – Rainbow Nursery**

**Improvement Plan**

**2022-2023**

##### Planning framework

As part of Children’s Services, Rainbow Nursery has developed this establishment improvement plan which provides a framework for how we intend to achieve Children’s Services’ vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing.*

**National Priorities**

We also have to take account of the Scottish Government’s national improvement framework which provides a vision for education in Scotland, namely to:

1. **place the human rights and needs of every child and young person at the centre of education;**
2. **improve attainment, particularly in literacy and numeracy;**
3. **close the attainment gap between the most and least disadvantaged pupils;**
4. **improve children’s health and wellbeing; and**
5. **improve children and young people’s employability skills so that they move into positive and sustained destinations.**

**Renfrewshire’s Education Priorities**

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on the next page.

**Our Establishment Plan**

The priorities and actions within this improvement plan address the needs of our establishment and articulate with local and national priorities.

**Renfrewshire’s Council Plan 2017-2027**

Working together for a thriving and connected Renfrewshire, creating opportunities for all

Reshaping our place, our economy, our future

Creating a sustainable Renfrewshire for all to enjoy

Building strong, safe and resilient communities

Working together to improve outcomes

Tackling inequality, ensuring opportunities for all

**Renfrewshire Council’s Values**

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

**Children’s Services Vision**

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

**Renfrewshire’s Education Improvement Plan Priorities**

Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people

Develop high quality leadership to promote empowerment at all levels

Improve employability skills and support all of our young people to enter positive and sustained destinations

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments

**Our Vision, Values and Aims**

Our vision is to promote the delivery of high quality early learning and childcare in disadvantaged areas of Renfrewshire, mainly in Regeneration Outcome Agreement target areas to ensure children have the best start in life, are ready to succeed and live in positive and inclusive environments. Provide a welcoming ethos that focuses on families & friendships, working together to develop a shared vision for change and improvement within our setting and local community.

Our pedagogical approach encompasses different aspects from various play theories including Froebel, Reggio Emilia, Montessori and The Curiosity Approach. We value the use of loose parts, the benefits of risky-play and promote an ethos of child-led learning by adopting in-the-moment planning and considering a variety of ways to offer our children freedom to express themselves as individuals with rights, opinions and meaningful real-life contributions to learning and other decisions about the nursery where appropriate. We consider outdoor learning to be an essential feature of our setting, offering free-flow learning between the indoor and outdoor environments and promote children’s awareness of the natural environment and how to care for living things.

We aim to provide a calm and peaceful learning environment that offers our children a safe and nurturing space. We acknowledge the importance of the environment as the third teacher and create an environment that promotes curiosity and creativity, filled with purposeful, open-ended materials and provide children with opportunities to engage in high quality learning experiences.

We treasure family and community and strive to build positive relationships with all our children, parents and families. We recognise that all families are different, with various cultures and beliefs. We consult with all our children, parents and families to ensure we are considering their needs, suggestions for improvements and able to offer support when needed.

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, children, parents, board members and the local community. We used a variety of methods of getting the views of those who are involved in the life and work of Rainbow Nursery such as parent questionnaires, , formal staff meetings, informal discussions, 1:1 consultations with staff, professional dialogue, environment audits, children’s mind maps, children’s drawings, photographs, observations.

We have also consulted with our partners across and out with the council to assist in the delivery of our priorities, such as Engage Renfrewshire, Play Scotland, Star Project, Eat Up Charity and Big Lottery through means of email and social media. All information gathered is collated and used to assist us to identify next steps and areas for improvement.

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How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

* Reflecting on key early years documents and guidance – e.g. ‘How Good Is Our Early Learning and Childcare’, National Improvement Framework, Realising the Ambition, Delivering Excellence in Equity, etc.
* Using the key drivers of National Improvement Framework as benchmarks.
* Encouraging staff to be self-reflective of their own practice.
* Through staff review and development processes.
* Using Care Inspectorate and Health & Social Care Standards as guidance for improvements.
* The use of a robust moderation calendar to monitor quality of practice.
* Documentation of children’s learning – observations, art work, wall displays, photographs, etc.)
* Children’s development trackers to assess progress.
* Adopting a ‘Plan, Do, Study, Act’ cycle for improvement.
* Carrying out environmental audits.
* Using floor book to evidence progress.

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children’s Services’ staff

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| **Improvement Priority 1:** The setting will develop high quality learning and teaching that leads to improved levels of achievement in literacy and numeracy. | | | | | |
| **HGIOS/HGIOELC QIs**  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised Support  3.2 Securing Children’s Progress | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people Highlight as appropriate | | | **NIF Drivers**  Establishment Leadership Assessment of Children’s progress  Practitioner Professionalism Establishment Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| The Renfrewshire Council Progression Toolkit identified that the children in the nursery were not performing strongly in the core curriculum areas of literacy and numeracy. Of all children aged 3-5 years, only 34% were achieving over 60% of measures in literacy and only 12.5% were achieving over 60% in numeracy.  Staff have also discussed data from the children’s learning trackers and highlighted areas which they feel require further support for children.  The nursery manager worked closely with the early stages teacher to carry out an environmental audit to identify how the environment is supporting children’s learning appropriately, particularly in the three core curriculum areas. | | By May 2023, we hope for children in the 3-5 room to reach higher levels of achievement in literacy and numeracy. We expect 60% of children achieving over 60% in literacy and 40% of children achieving over 60% in numeracy.  The setting looks to improve the results of the environmental audits for all rooms across the nursery particularly in literacy and numeracy from a grading of adequate to a grading of at least good by June 2023. | Staff will use their professional judgement to assess and discuss children achievements and we will gather information from children’s learning trackers and use the data from the Progression toolkit to produce the relevant information to assess whether an improvement has been made.  Observations in children’s learning journals and individual learning plans will be reflective of children’s achievements and demonstrate evidence of improvements.  Environmental audits will show how improvements have increased the quality of the learning environment through a higher rating. | | The setting will carry out environmental audits at the beginning of the academic year, and again at the end to evaluate progress made throughout the year.  The nursery will identify key areas and invest in resources that support children’s learning for these.  Staff will use learning trackers to plan individual learning targets in literacy and numeracy for children each week, using their ideas and interests to fulfil these learning goals.  Management will provide training opportunities for staff throughout the year to gain further knowledge and skills in supporting literacy and numeracy in early years.  New literacy and numeracy co-ordinators will be assigned to support development across the setting in these curriculum areas. |

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| **Improvement Priority 2:** The setting will develop the outdoor space to create a stimulating learning environment that is safe, nurturing and promotes curiosity, creativity and challenge. | | | | | |
| **HGIOS/HGIOELC QIs**  1.1 Self-evaluation for self-improvement  2.2 Curriculum  2.3 Learning, teaching and assessment  3.3 Developing creativity and skills for life and learning | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people Highlight as appropriate | | | **NIF Drivers**  Establishment Leadership Assessment of Children’s progress  Practitioner Professionalism Establishment Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| Through observing children during their free play, it can be clearly identified that outdoor play, is a popular choice for almost all of the children, therefore most learning opportunities happen outside. Through evaluating the outdoor environment, it has been identified that, it is a great space that is utilised daily, with almost all children enjoying the freedom to play outside. However, more development could be carried out to promote higher quality outdoor learning experiences that offers cross-curricular learning specifically literacy and numeracy.  Feedback gathered from staff has suggested a need to develop areas of the outdoor space to engage children in more valuable learning experiences while enjoy outdoor play. | | By May 2023, we hope for children in the 3-5 room to reach higher levels of achievement in literacy and numeracy. We expect 60% of children achieving over 60% in literacy and 40% of children achieving over 60% in numeracy.  By June 2023, we aim to have 80% of learners immersed in positive outdoor learning experiences across the setting.  The setting looks to improve the results of the environmental audits for outdoor area across the nursery from a grading of adequate to a grading of at least good by June 2023. | Using the Leuven scale in observations of children’s learning will offer data on the level of children’s involvement in their learning while outdoors. The Leuven scale will show children’s wellbeing and involvement rated highly if improvements have been made.  Staff will carry out time samples to assess how popular certain areas of the outdoor environment are and use this information to make changes and improvement where required. If developments are successful, the data will show these areas being utilised frequently.  We will use information from the feedback gathered from children and parents to obtain their opinions, which will hope will be positive.  Environmental audits will show how improvements have increased the quality of the learning environment through a higher rating. | | The setting looks to improve the outdoor area by creating vegetable & herb garden. We will hire landscapers to do this and also create a decking area for children to explore planting.  Staff will engaged the children in a group discussion about outdoor improvements and create a mind map to include their ideas and opinions of what they would like included.  Staff will research and work together to develop areas of the garden that promote all areas of the curriculum, specifically literacy and numeracy.  The nursery will assign a new outdoor learning co-ordinator to lead this project and consistently monitor its success. |
| **Improvement Priority 3:** The setting will increase levels of parental engagement and provide further opportunities for parents/carers to play an active role in their child’s learning. | | | | | |
| **HGIOS/HGIOELC QIs**  1.1 Self-evaluation for self-improvement  2.4 Personalised Support  2.5 Family Learning  2.7 Partnerships | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people Highlight as appropriate | | | **NIF Drivers**  Establishment Leadership Assessment of Children’s progress  Practitioner Professionalism Establishment Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| At present there is currently no active parents committee and this is something the nursery is keen to facilitate in order to increase parental engagement.  The Childcare First board is also looking for new board members and would like to recruit some parents to become part of this.  Parental feedback obtained from our ‘two stars and a wish’ suggests that parents are looking for ways to be more involved within the nursery and staff have also shared this through professional dialogue.  Through monitoring children’s learning journals, there doesn’t appear to be a very high level of input from parents into their children’s learning and development. | | By December 2022 the nursery aims to have enabled the formation of a functioning parents committee.  The nursery aims to increase the level of parental input in children’s learning journals to 50% of learners across the nursery by February 2023.  The nursery aims to run regular ‘stay and play’ sessions with an attendance of 50% of all families by June 2023.  By December 2022, the nursery aims to have an online parent’s forum up and running to offer parents a source for support and to connect with other parents in the community.  The setting aims to run at least two parent workshops to support children and families by May 2023. | The parents committee will meet regularly and minutes of these meetings will demonstrate how improvements have impacted the setting.  Staff will monitor parental engagement in children’s learning journals each month and identify which families need further encouragement to participate.  The nursery will keep attendance registers for our ‘stay and play’ sessions and request parents to evaluate the experience to gather data on its success and where make further improvements.  We ask parents to evaluate the workshops to assess how these will have positive impacts for our families. | | The nursery will facilitate and establish a parents committee, offering guidance and support in running this and offering a space for parents to meet within the nursery regularly.  We will establish ‘stay & play’ sessions, which staff will organise and invite parents to attend to involve them in their child’s learning and development.  The nursery will create a parent’s forum online where news and information can be shared, parents tips and child development knowledge can be shared and give parents the opportunity to connect with other parents in the nursery.  We aim to deliver two parent workshops to support our children and families and staff will take lead with these. |

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| **Improvement Priority 4:** The setting will create positive and enjoyable meal time experiences that provide children with opportunities to develop a variety of skills. | | | | | |
| **HGIOS/HGIOELC QIs**  1.1 Self-evaluation for self-improvement  3.1 Ensuring wellbeing, equality and inclusion  3.2 Securing Children’s Progress | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people Highlight as appropriate | | | **NIF Drivers**  Establishment Leadership Assessment of Children’s progress  Practitioner Professionalism Establishment Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| Staff have suggested developing the lunchtime experience to make this more enjoyable for children and staff. Covid-19 had a huge impact on meal time experiences, and with restrictions far more relaxed now, the staff are keen to return to normal practice.  Upon observing meal times within the nursery I can be identified that this seen as just part of the routine that needs to be done, rather than a high quality learning experience that staff and children can enjoy engaging in developing their independence and social skills. | | By December 2022 we expect meal time experiences in all rooms to be much calmer and enjoyable for all. We expect to see all children in every room developing their independence skills at an appropriate level for their age and stage.  For the children in the 3-5 room, we hope to create cross-curricular learning opportunities by introducing more numeracy and literacy experiences into meal times and this will be reflected in their progress in these curriculum areas.  After evaluating the changes we hope to receive positive feedback from 80% of children and parents by January 2023. | We will gather data from learning trackers and progression toolkit to identify children’s development in literacy and numeracy.  We will obtain feedback from children, parents and staff as they evaluate the changes made.  Management will regularly monitor meal times in all rooms to observe staff practice and children’s engagement in the experience to recognise what is working well, and where further improvements can be made. | | ***What do we plan to do?***  We will continue to provide children with options for lunch, using the menu in the morning to choose.  Children in the 3-5 room will be supported to the set the table for lunch each day.  We will encourage children to self-serve these appropriate utensils.  Staff will be encouraged to sit with the children, not stand over them, and eat alongside them, acting as positive role models and engaging with children socially.  Our lunch room for 3-5 children, will undergo developments to become the Rainbow Restaurant, using nice table cloths, napkins, centre pieces to create a pleasant dining experience for our children. Menus will be on display to support literacy and children will use coins to ‘pay’ to support numeracy development. |

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| **Improvement Priority 5:** The setting will upskill the staff, giving them further knowledge and deeper understanding of how to support children with Additional Support Needs. | | | | | |
| **HGIOS/HGIOELC QIs**   * 1. Self-evaluation for self-improvement   1.5 Management of Resources to promote equity.  2.4 Personalised Support  3.1 Ensuring wellbeing, equality and inclusion | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people Highlight as appropriate | | | **NIF Drivers**  Establishment Leadership Assessment of Children’s progress  Practitioner Professionalism Establishment Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| The nursery has an increasing number of children with additional support needs, with various levels of support required.  Through monitoring playroom practice, it can be identified that staff would benefit from further training in supporting the needs of these children. Children would also benefit from a higher ratio of staffing, specifically in the 2-3 room.  Staff have supported this through professional dialogue and feedback obtained, expressing their need for more training. | | The nursery aims for 90% of staff having attended training relating to ASN by January 2023 with 80% of staff feeling confident in supporting children with ASN by February 2023. | We will use training records to gather data on training attendance of staff and use evaluations/feedback of staff training to measure staff confidence levels and how they will apply the knowledge and skills gained into their practice.  Professional dialogue with staff will also provide further information on how confident staff feel in support ASN children and management will carry out observations and monitor staff practice. | | Management will provide training opportunities for all staff to attend, increasing their knowledge and skills in supporting ASN children.  Management will monitor and assess staff’s practice to identify where training has been useful and where further training is required. |