

Riverbank Nursery
2 Citadel Place
Ayr
KA7 1JN



IMPROVEMENT PLAN: 2022-2023

South Ayrshire Council Plan

Effective Leadership that promotes fairness
Closing the Gap
Grow well, live well, age well
South Ayrshire works
Stand Up for South Ayrshire
A better place to live

Children's Services Plan

Outstanding universal provision
Tackling Inequalities
Love and support for our Care Experienced young people and young carers
Good physical and mental wellbeing
Promoting Children's Rights

Educational Services Plan and National Improvement Framework Priorities

Placing the human rights of every child and young person at the centre of education
Improvement in children and young people's health and wellbeing
Closing the attainment gap between the most and least disadvantaged children
Improvement in employability skills and sustained positive school leaver destinations for all young people
Improvement in attainment, particularly in literacy and numeracy

National Improvement Framework-Drivers

School and ELC Leadership
Teacher and practitioner professionalism
Parent/ carer involvement and engagement
Curriculum and assessment
School and ELC Improvement
Performance Information

What is our capacity for continuous Improvement 2022-23

We consider ourselves to have a very good capacity to improve. As a staff team new and existing we share a clear vision for the nursery and are confident in our ability to meet our aims and improvements.

All staff are committed to their continuous professional development, some are studying to degree level which is impacting positively on playroom practice. We will continue to focus on the effective use of data gathered to support outcomes for learning. As we focus on triangulation of assessment, we will collect appropriate evidence of learning from multiple sources using a range of quantitative and qualitative data. Through observation children demonstrate skills, by engaging them in conversation to assess understanding as well as collecting any products made, we will have a better understanding of their progress and achievements. By considering what continuous improvement looks like in practice and in exploring the adult's role in this, we can model language, strengthen relationships, and provide the opportunity to ask questions, make suggestions and extend the children's learning.

Our continuous self-evaluation processes, observation, coaching and modelling of good practice will be embedded in all aspects of the nursery which will lead to improvements. We recognise the importance of parents as partners in their child's learning, and have missed their involvement over the pandemic, therefore our focus will be on working together for the very best outcomes for children. To ensure parents have a variety of opportunities to play an active role at Riverbank we will encourage their involvement as much as their circumstances will permit.

Riverbank's journey to improvement will be displayed on the main noticeboard located at the entrance, ensuring opportunities for children, staff, parents, partners and visitors to comment on any aspect of the information gathered; we will also consider ways to share this journey digitally.

Vision, values and aims redeveloped in consultation with staff in March/April 2019

Vision

Our vision is to be a positive influence upon every child's life by encouraging them to become all they can be, to build life skills and thrive. We do this by ensuring a warm, welcoming and nurturing environment designed to foster children's natural curiosity and creativity.

Our belief is that, given the security of a safe, caring and loving play space, each child's confidence will bloom, enabling them to discover their individuality and to develop skills at their own pace in a culture of mutual respect and kindness.

Our broad and varied learning experiences will offer children the freedom to explore and investigate through play, to express ideas, be active, question thinking, problem solve, risk-assess and have a sense of pride in their achievements.

Values - These were reworded to make them meaningful and accessible for our children, parents, staff and community to remember

R – respect
I - inclusion
V - value
E - engagement
R - responsibility
B – Being me!
A - Active
N – nurture
K - kindness

With a new staff team, there was a need to be clear about the way forward for Riverbank. During discussions on our vision, values and aims, we identified some of the barriers we felt that were holding us back in embedding these principles and becoming a stronger team. We also reflected on what Riverbank means to children, staff and parents; our strengths and aspirations for every child who attends. We receive regular feedback from parents about the friendly and respectful ethos, therefore we aim to continue with our values outlined in the acronym as a working document, where the children will explore together through group discussion and as part of our rights-based programme of 'supporting our children's voice' in the operations of the nursery.

Aims

- Provide a safe, caring, nurturing, stimulating and secure environment that promotes wellbeing and respect.
- Capture and enhance natural curiosity building on the child's potential for learning to help create confident and enthusiastic learners.
- Promote partnership working with parents, children, staff and other agencies to support and improve outcomes for children.
- Provide a qualified, highly motivated team who continually reflect on their practice to improve the service we provide.

Priority 1:-. Continue to embed literacy and numeracy in all indoor and outdoor areas. NIF Priority: Improvements in attainment, particularly in literacy and numeracy NIF Drivers; Curriculum assessment			Links to \HGIOELC QI	Links to CI Quality Framework
What Outcomes Do We Want to Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact on Children and Young People? (Include Where Possible Current Measure and Target)
<p>Embed Building the Curriculum 5 to improve assessment, profiling and reporting of children progress.</p> <p>Improve the literacy, communication, and numeracy with a focus on pace and challenge supported by more rigorous tracking, including the milestones at the planning stages.</p> <p>Environment provides opportunities to develop skills in literacy and numeracy through play provocations, planned activities and open-ended resources</p> <p>Staff to seek opportunities to stimulate curiosity and extend vocabulary of the children through conversation</p> <p>Phonological awareness through active learning</p>	<ul style="list-style-type: none"> Staff to participate in CLPL opportunities and collegiate activities to develop their shared understanding of literacy, communication and numeracy assessment. Develop knowledge, understanding and skills in literacy and numeracy in a progressive way to include: – clearer focus on transferring literacy/ numeracy skills across the curriculum. Review documentation from South Ayrshire Council to ensure continuity across the staff team Literacy audit to be completed by staff. Continue to develop areas identified from the audit and next steps to widen the opportunities for children to develop emergent writing and fine motor skills Extend opportunities to develop phonics. Promote language and communication development through provocations and invitations. Use skilled questioning and engagement to regularly enable higher-order thinking skills and use feedback effectively to inform and support progress in learning. 	Linda	Aug-Dec 22	<p>Staff will be able to articulate the impact the professional learning and collaboration is having on their practice</p> <p>Professional dialogue – staff will use data and assessment evidence to inform their professional judgement of children's progress in learning and identify next steps?</p>
		Nadia	Sept 22 – June 23	Appropriate levels of pace and challenge is observed in teaching and learning to increase children's attainment across the curriculum. Data is imputed in a spreadsheet enabling all the information to be held in one place
		Linda / Nadia	Aug 22	Time for reflection and review Observations, Audits, Photographs, and evaluations. Feedback from parents.
		Kirstin	Sept 22- May 23	Staff knowledge and understanding of the milestones/ benchmarks in literacy and numeracy is clear
		Nadia	Sept-Nov 22	Moderation and professional dialogue to ascertain accuracy of judgement in reaching a level. Support for Identified Children – are there effective strategies in place to support children who require support or challenge?
		Courtney	Sep 22-Mar 23	Data input on the three curriculum areas LIT/MNU/HWB. Observations, Staff CLPL logs Support and Supervision (appraisals).
Nadia / Courtney	Oct 22- Jan 23	Continued engagement with SAC progression pathways and professional judgements in using these		

<p>Priority 2: Leadership of learning and change - strengthen and develop the knowledge , skills and expertise of staff to lead change and improvement</p> <p>NIF Priority; Closing the attainment gap / Rights based practice.</p> <p>NIF Drivers; Practitioner professionalism and leadership</p>			<p>Links to HGIOELC QI:</p> <p>1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of practitioners 2.4 Personalised support</p>	<p>Links to CI Quality Framework</p> <p>2.2 Childrens experience high quality facilities. 3.1 Quality assurance and improvement are led well. 4.1 Staff skills, knowledge and values</p>
<p>What Outcomes Do We Want To Achieve?</p>	<p>How Will We Achieve This? (Intervention Strategies)</p>	<p>Lead Person</p>	<p>Start and Finish Dates</p>	<p>How Will We Measure Impact on Children and Young People? (Include Where Possible Current Measure and Target)</p>
<p>To ensure that there is a strategic focus of leadership on teaching and learning</p> <p>Child centred play pedagogy in practice</p> <p>Incorporate the UNCRC into daily practice and nursery life</p> <p>Learning environments will be conducive to meeting the needs of all learners through the Hygge accreditation programme.</p> <p>Applying the Hygge approach to bring about change and improvement</p>	<ul style="list-style-type: none"> • Introduce shared leadership to develop and guide the strategic direction of change to improve outcomes. • Reflect on play pedagogy toolkit. • Enable all children to be aware of and understand their rights. • Training to be provided to support the adoption of children’s rights and wellbeing impact assessment (CRWIA’s) • Develop a rights-based approach to participation, ensuring we listen, consider and respond to the voices of children • Raise awareness and promote the rights of children. • Begin the Hygge accreditation by focusing on the core elements. • Staff training – creating a hygge environment. • Focus on children’s interest allowing time to explore, talk and investigate. • Create changes to improve work – life balance – self-care and wellbeing for staff. 	<p>Linda / Heather</p> <p>Heather</p> <p>Linda</p> <p>Nadia / Courtney</p> <p>Heather Kirstin Candace</p>	<p>Aug 22- June 23</p> <p>Oct 22</p> <p>Sept 22- June 23</p> <p>Sept 22 – June 23</p> <p>August 22 – June 23</p>	<p>Staff take on leadership roles to support change and improvement, targets are time bound and support progression.</p> <p>Staff acknowledge their strengths but also recognise their areas for improvement, resulting in a review of training needs.</p> <p>Staff are open to listening and trying out new ideas Continue to monitor staff training needs and provide support where needed</p> <p>Timetabled for implementation.</p> <p>Consultation, communication, evaluation, review, policy review, parental awareness</p> <p>CRWIA resources and policy review</p> <p>Environments are neutrally decorated with natural materials, providing a homely environment so children feel safe and comfortable.</p> <p>Staff provide real life resources to support and not direct learning, recognising children as independent thinkers</p> <p>Improvement in children’s wellbeing outcomes</p> <p>Increase in self-care.</p>

Priority 3:- Family learning and partnerships NIF Priority: Improvement in childrens Health and wellbeing NIF Drivers; Assessment of childrens progress			Links to HGIOELC QI: 2.5 Family learning 2.6 Transitions 2.7 Partnerships	Links to CI Quality Framework 1.3 Play and learning. 1.4 Family engagement 1.5 Effective transitions
What Outcomes Do We Want to Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
Creative approaches are used to involve parents / families in the life of the nursery.	Facilitate an Information Evening to welcome parents back into the nursery environment, encouraging a positive partnership from the start.	Linda	Aug 22	Parent and staff questionnaire evaluation feedback of event
Further develop children, staff and parents understanding of the benefits of quality outdoor play and learning	Compilation of a list of skills that parents have and would be willing to use to benefit the children/nursery. Embed outdoor learning in curriculum planning and daily routine.	Heather Nadia	Aug / Sept 22 Sept 22 – June 23	Uptake of sharing of skills, knowledge and experience of parents has improved outcomes for children. Communication and Information for parents understanding of nurture to support family wellbeing
Recognise the importance of engaging families in supporting their child's learning.	Reflect on the Hygge approach to outdoor play and learning. Reintroduce home learning bags and lending library.	Heather / Kirstin / Keighley Courtney Chloe	Sept 22- June 23 Oct 22	Partnership working within the community plays an important role in Riverbank and shows the difference collaboration is making for children's learning and achievements A strong community network gives children a sense of belonging and is crucial to the building of their identity.
Reintroduce our parental engagement events - stay and play days with a focus on outdoor learning and hygge for their own work – life balance	Introduce an interactive display wall for parent comments / views. Introduce nurture principles and practical ideas for parents in supporting their child's communication and behaviour.	Linda / Heather Candace	Sept 22 – June 23 Oct – Dec 22	Links to learning about the local environment, family, people, shops, and businesses. Resources to implement stay and play such as creative resources Leaflets for parents
Build stronger links within the community.	Induction and transitions are high priorities and continue to be well planned and accessible to all parents and children. Identify links to community groups to support social connection – collaborative working	Nadia Heather / Candace	Jan 22- June 23 Oct 22- Jan 23	Time Home learning link evaluations