

**Riverbank Nursery**

**2 Citadel Place**

**Ayr**

**KA7 1JN**

|  |
| --- |
|  **IMPROVEMENT PLAN: 2024-2025** |





* Spaces and Places
* Live, Work, Learn
* Civic and Community Pride



* **The Promise: Our commitment to Keeping the Promise**
* **Family: Promoting whole family wellbeing**
* **Included: Early help for children with diagnosed or undiagnosed additional support needs**
* **Healthy: Improving physical and mental health for children and young people**
* **Voice: Involving children and young people in local decision making**
* **People: Collaborative learning and reflection opportunities for the workforce**



* Engaged and Included
* Outstanding learning, teaching and assessment
* Developing our curriculum
* Self Improving Service



* 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 and young people
* Improvement in employability skills and sustained positive school leaver destinations for all young people
* Improvement in attainment, particularly in literacy and numeracy

|  |
| --- |
| **What is our capacity for continuous Improvement 2023-24** |
| As our staffing levels continue to settle, we begin to consider the quality of our provision, our strengths and areas to improve. We are strongly committed to continuous improvement in driving the nursery forward and developing staff practice and skills to improve outcomes for children. We will use information from a variety of sources to ensure that decisions about improvements are based on robust evidence. To support this, we will continue to work with staff, families, other professionals and our partners in the local authority and community to ‘get it right’ for every child. This will enable us to identify key strengths within our nursery and areas of improvement.Feedback from families, staff and children and direct observations of practice provide a triangulation of evidence to inform this report and have been used to develop the improvement cycle. |

**Vision, values and aims reviewed in consultation with staff**

**Current 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

As part of our improvement for 2024-25, we have begun a consultation on our vision, values and aims to state clearly what we stand for – this will include input from all involved in the life of the nursery. A shared vision which promotes children’s rights, fairness, and equality of opportunity. Our focus will be on developing the uniqueness of every child by providing a loving, caring ethos where children are valued and listened to.

We will ensure it continues to be ambitious and in line with local and national priorities. In addition to supporting children to be confident, healthy and happy, we aspire to put our values into practice.

 **I** - inclusion

**V** - value

**E** - engagement

**R** - responsibility

**B** – Being me!

**A** - Active

**N** – nurture

**K** - kindness

**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:-. Developing a shared vision, values and aims****Educ services: Self improving****NIF Priority: Placing the human rights of every child and young person at the centre of education** | **Links to \HGIOELC QI**1.3 Leadership of change | **Links to CI Quality Framework**3.1 Quality assurance and improvement |
| **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)** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Develop a shared ethos of core values | * Gather family values and expectations of nursery provision
* Gather staff professional values and aspirations for children
* Consider nursery pedagogy and what is important
* Link to national and local guidance
 | LindaNicole | Sept - Dec 2024 | * Consultation,
* Questionnaires/ on line survey,
* Minutes of meetings and discussions,
* Feedback poster,
* Sketch note.
 |
| Effectively communicate our VVA with children, families and partners | * Create a strong vision
* Complete training in developing a ‘sketch note’ to support VVA for ease of understanding
* Awards specific to our values for children
* Monitor and observe impact
 | LindaNicoleNadiaLaura | Nov 24 – May 25 | * Everyone working towards a common goal
* Visual representation of our aspiration for children’s care and learning
* Do we use our vision in practice and when making improvements for change?
* When children are observed using and understanding the values they receive recognition and stickers.
* Core values will be monitored as part of self evaluation
 |
| **Priority 2 To improve our profiling and tracking procedures to lead to more robust assessment judgements.****Educ services; Engaged and included****NIF Priority; Closing the attainment gap between the most and least disadvantaged children and young people** | **Links to HGIOELC QI:** 2.2 Curriiculum2.3 learning, teaching and assessment3.1 Ensuring wellbeing, equality and inclusion | **Links to CI Quality Framework****2.2 Children experience high quality facilities**1.1 Nurturing care and support1.3 Play and learning. |
|  | **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)** |
| Further familiarisation with 4 capacities of CfE and 7 principals of curriculum design. (all staff – planning meetings | Training will ensure consistency for staff to reflect, review and understand the milestones to support effective planning and assessmentContinue to moderate learning journals to ensure they reflect progression, individuality and celebrate achievements in all aspects of the curriculumFurther develop learning journals to reflect the four capacities of the curriculum and its design principles. | Linda / SACLinda / Nadia / LauraNadia / Taylor | Sept – Dec 24Oct 24- June 25Nov 24 – June 25 | * Evaluation of training
* Review of learning journals to include observations
* Staff will consistently use evaluative language and plan using 7 principles.
* Improved learning and teaching processes linked to a clear Curriculum Rationale.
* Use of the Learning, Teaching and Assessment Cycle to develop staff understanding and to provide evidence of attainment and achievement in the nursery.
 |
| Roles to be assigned and shared monthly at planning meetings to allow for greater leadership opportunity/ collaboration and effective assessment approaches | Planning to be reviewed regularly to ensure depth, breadth, and progression, for every childModeration meetings to be recorded and focused on pace, challenge and personalisation. Systems introduced to ensure a triangulation of evidence | Nadia / TaylorLinda / Nicole / NadiaLinda | Sept 24-June 25Oct 24 – May 25Dec 24- June 25 | * Review of planning and assessment
* Record of moderation meetings
* Termly assessments
* Tracking review
* Supported reflection / observations of current practice
* Enhanced learning outcomes and experiences for the children.
* Professional dialogue to examine progress - termly
* Consistency in assessments
 |

|  |  |  |
| --- | --- | --- |
| **Priority 3 -** **Progress in communication, early language, mathematics and wellbeing****Educ Services: Developing our curriculum****NIF Priority: Closing the attainment gap between the most and least disadvantage children** | **Links to HGIOELC QI:** * 1. Self-evaluation for self-improvement
	2. Leadership of change

1.5 Management of resources to promote equity | **Links to CI Quality Framework**2.2 Children experience high quality facilities.3.3 Leadership and management of staff and resources4.1 Staff skills and knowledge |
| **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)** |
| CLPL opportunities to improve knowledge and skills in numeracy Improve attainment in numeracy and mathematicsImproved attainment in communication and literacy learningInvolvement in a range of collegiate activities to enhance understanding and further engage with the benchmarks | Increase confidence in Numeracy approaches through CLPL for staffEnsure learners experience appropriate numerical learning activities indoors and outdoorsProvide opportunities to deliver phonics awarenessDevelop staff skills to support learning conversations and open ended questioning to further promote literacy and language Identify resources to support the development of literacy and numeracy within the playroomStaff to engage in professional dialogue in respect of the development of numeracy and literacy Increase reference to children’s rights in planning and displays throughout the nursery | Linda / NadiaLaura /AbbieLauren Nadia/ TaylorLinda / NicoleErin C/ CandaceNadia / LauraLauren / Candace /  | Sept - Nov 24Oct 24 – Jan 25Sept 24 – June 25Sept 24 - Dec 24Sept 24Dec 24Sept 24 – May 25 | Training evaluation of numeracy - ( SAC 6 week programme)Monitoring of impact of training Planning and evaluation – children’s voiceBig book evidence of intentional and responsive experiencesChildren’s responses to open questions valued and respected – no right or wrong answer allowing more detail to be recorded in journals.All staff will be up skilled and confident in implementing their leadership role throughout the Nursery. Records of high levels of engagement from children will be evident within the Leuven Scale measures.SAC supporting staff in understanding and using the data gathered from milestones to support planning and assessment |