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Little Pandas Nursery - ERSKINE

Improvement Plan

2024/2025

**Planning framework**

As part of Children’s Services, Little Panda’s 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 must 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 pages 3 and 4.

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

**Renfrewshire Council Plan Strategic Outcomes**

Cross cutting theme: Improving outcomes for children and families

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| We will encourage kind and connected communities— where our citizens take pride in their **place**, attracting others to move here and  share in the opportunities Renfrewshire has to offer. | We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here. | We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and  fulfilled lives, to feel safe,  supported and empowered to unlock the strength of our collective potential. | We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all. | We want our employees to feel proud to work for  Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire. |

**Renfrewshire Council’s Values**

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| 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. |

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| **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** | | | |  |
| Protecting the most vulnerable  members of our communities  including children and young  people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for  kinship care. | Family supports and focussing on early intervention, by  equipping parents and carers  with the information, skills  and support they need to  ensure positive outcomes for  children and young people in  their care, whilst providing  opportunities for parents and  carers to shape the services that impact them. | Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need. | Enhance learning and teaching, delivering a meaningful, relevant, and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will  focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life. | Through a shared vision  and understanding  of inclusion, children  and young people will  experience inclusive learning experiences and  supportive relationships  which lead to positive life outcomes. |

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| **Our Vision, Values and Aims**  To provide exceptional Early Learning and Childcare services (ELC) to every child enrolled in our nursery. Our mission is to foster holistic development, addressing children's intellectual, physical, social, and emotional needs from pre-birth to age five.  To establish and maintain a secure, nurturing, and joyful environment that encourages playful exploration.  To uphold the principles of Getting It Right for Every Child (GIRFEC) by recognising and respecting the unique needs and characteristics of each child.  To cultivate meaningful connections with every child, fostering their development and growth within a secure, stimulating, and nurturing setting.  To nurture children's potential, empowering them to attain independence and cultivate positive attitudes towards family, community, and lifelong learning.  Motivate each child to achieve their utmost potential by engaging in enriching activities that promote social interaction, communication skills, self-confidence, and self-esteem.  To cultivate a culture of trust and open communication among children, parents, and staff members, ensuring a supportive and collaborative environment. |

Who did we consult?

To identify our priorities for improvement, we sought the views of all Stakeholders.

Parents

Children

Staff

We used a variety of methods of getting the views of those who are involved in the life and work of Little Pandas Nursery.

We collected feedback and insights through one-on-one interviews and group discussions, we gather verbal data from both children and staff, ensuring their voices are heard and their experiences valued. Additionally, we administer comprehensive questionnaires to parents, seeking their feedback on different aspects of our services. Furthermore, our manager and significant others conduct regular observations in the playroom, providing additional perspectives on safety, engagement, and learning opportunities. By analysing data from these sources, we identify areas of strength and opportunities for improvement, enabling us to continually enhance the quality of our early learning and childcare environment.

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities.

Renfrewshire Teacher and Partnership Officer.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How will we 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:

Monitoring Calendar

Observation Work

Self-Evaluation

Staff Supervisions

Parental Feedback

Children’s Feedback

Visits from our Renfrewshire Council support officer throughout the year also provides us with valuable feedback on our 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- Enhance health and well-being through optimising the nutritional quality of meals and snacks provided.** | | | | | |
| **HGIOS/HGIOELC QIs**  2.4  3.1 | **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. | | | **NIF Drivers**   1. Establishment Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. Establishment Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | | **Outcome and Expected Impact** | **Measures** | | **Interventions** |
| Lack of updates to the meal & snack menu over the past few years exacerbates the situation, contributing to decreased enjoyment during mealtimes due to the repetitive nature of the meals provided.  **Staff** observations support that **children** are often not eating the food provided, resulting in high wastage, and many children are requesting alternative options.  **Staff** feedback focuses the necessity for enhancements in both snack and meal offerings.  A recent **Parents** Questionnaire expressed concerns regarding meals, with **80%** indicating a desire for improvement in this area.  Children in our nursery have expressed a dislike for certain foods, both verbally to staff and through the observed food wastage, indicating the need for a review and adjustment of our menu offerings. | | **By June 2025**  Aim to see a significant improvement in our snack and meal provisions, as evidenced by increased satisfaction among children and reduced food wastage.  A reduction in food wastage by at least **50%** compared to current levels, with a corresponding increase in the number of children consuming meals without requesting alternative options.  Almost all children in our 3 – 5 playrooms to recognise the importance of including all food groups in their day to support their overall health and wellbeing.  Aim to demonstrate improvement in parental satisfaction with mealtime experiences by achieving a higher percentage of positive feedback.  To enhance the outcomes in health and wellbeing, we aim to increase the percentage of children making healthy choices and engaging in a healthy lifestyle as part of their daily routine from 18% to 50%. | Management will assess & monitor snack and meal improvements via child feedback, staff observations & parental questionnaires.    Staff will monitor & evaluate consumption rates, wastage, and child behaviour. Comparing these to baseline data to evidence improvements.  Child feedback includes satisfaction levels, meal consumption habits, and preferences.  Parental feedback indicating a desire for mealtime improvement to decrease **from 80% to 25%** in the next parental questionnaire.  Throughout the year, staff will educate the children about the Eatwell Plate, a framework used in Scotland to promote balanced nutrition. This initiative will focus on helping children understand how making healthy food choices supports their overall well-being and provides the energy needed for their daily activities. | | Throughout the 2024/2025 academic year, we will utilise the planning cycle to maintain a strong emphasis on meal and snacks throughout the setting and to facilitate improvement, we will redesign snacks and menus in collaboration with all stakeholders, using documentation such as “Setting the Table”.  Management will coordinate supplementary training sessions with staff to ensure thorough understanding of the "table setting" document, with the objective of fostering healthy eating habits during meals.  Engage all stakeholders in evaluating mealtimes and oversee the procurement of resources to support best practices, including promoting self-independence and offering children choices.  To demonstrate the progress achieved, we will coordinate and publicize a parental stay-and-play session coinciding with mealtime. |

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| **Improvement Priority 2 –** **Prioritises child participation and empowering young little voices.** | | | | | |
| **HGIOS/HGIOELC QIs**  2.4  2.7  3.3 | **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. | | | **NIF Drivers**   1. Establishment Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. Establishment Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | | **Outcome and Expected Impact** | **Measures** | | **Interventions** |
| To better reflect our commitment to a child-cantered environment, we will enhance how we empower children's voices. Currently, our level of engagement is basic. By incorporating children's feedback into all areas of the nursery, we will validate their opinions and foster a greater sense of ownership and belonging, making the nursery truly their own space.  Currently, **8%** of our Anti-preschool children demonstrate the ability to construct sentences containing between 4 to 6 words.  **Management** Monitoring and **Staff** Observations in the playroom indicate a deficiency in representing the children's voices effectively.  During April’s team meeting 2024, over **80% of staff** expressed that their busy schedules prevent them from consulting with children to gather their perspectives on all aspects of nursery life. This is supported by their current work within the Nursery.  The absence of opportunities for **children** in the playroom to participate in creating wall displays and engage in meaningful discussions about their learning experiences, thus impeding their progress as confident learners.  In our recent questionnaire, over **50%** of **parents** expressed that the nursery fails to adequately support the voices of their children. | | **By January 2025**  Targeted language development activities and interventions tailored to improve now “preschooler”' sentence construction skills  Our aim is for 50% of the children to be able to use sentences comprising 4 to 6 words by the end of April 2025.  Child's voice will be evidenced in all meaningful documentation within their playroom:   * App – news feeds * Observations * Floor books * Wall Displays * Facebook Posts   **All staff will** be able to demonstrate their actions based on children's voices.  Children's mind maps will quantifiably enhance the quality of our nursery offerings:   * Events * Classes * Outings   The percentage of parental concerns related to children's voices impacting learning will decrease to **25% or lower** in the next questionnaire. | The evidence of change will be visible throughout the nursery and playroom, both visually and within all children’s documentation.  Progression toolkit results 2024-2025– does this show an increase in achievement?  Staff and parents will consistently observe their child's voice reflected in every written work circulated within the nursery.  Children in the playrooms will demonstrate a measurable increase in confidence as they articulate their understanding of wall displays through their personal journals.  Monitoring of parental involvement – has this increased? Has this led to children achieving in literacy? And children have more of a say in their learning experience? | | Staff training sessions focused on effectively supporting and advancing the child's voice. Focusing on documentation from:   * The Rights of the Child in Early Childhood Education. * UNICEF * GIRFEC   Management strategies to amplify children's voices entail fostering transparent communication avenues, establishing child-friendly feedback mechanisms, encouraging active involvement in decision-making processes, and facilitating meaningful engagement in program planning and evaluation.  Empower and educate our children about the significance of their voice, emphasizing that it holds utmost importance in driving daily progress within the nursery.  Instil in parents the understanding that their voice holds paramount importance in propelling daily advancements within the nursery.  ELC teacher will support staff and management to develop their children’s listening and talking skills through shared child consultation methods. |

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| **Improvement Priority 3 – Enhance documentation depth comprehensively across the setting.** | | | | | |
| **HGIOS/HGIOELC QIs**  1.1  2.2  2.3  3.2  3.3 | **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. | | | **NIF Drivers**   1. Establishment Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. Establishment Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | | **Outcome and Expected Impact** | **Measures** | | **Interventions** |
| Evidence within planning, observations, and monitoring underscores the critical necessity to priorities the development of professional documents. These documents are pivotal for reflecting our dedication to excellence, facilitating clear communication, and fostering continuous improvement in our practices.  Staff feedback at 121 meetings indicating uncertainty around our documents. These documents form the foundation of our practice, providing clarity, consistency, and effectiveness in our approach.  Currently, only 10% of children in our ante-pre-school program confidently use numbers in play, counting forward and backward up to 5. To align with "Realising the Ambition" and enhance numeracy across the playroom, we will implement strategies to increase this percentage. By creating a supportive environment for numeracy, we aim to improve children's confidence and skills in using numbers during play. | | **By June 2025**  Meaningful documentation linking will be evidence in:   * App – news feeds * Observations * Floor books * Wall Displays   Staff will demonstrate an increase in confidence in using documentation to inform their practice.  Our aim is to increase this percentage to 50% by implementing targeted strategies and creating a supportive numeracy environment. | Evidenced in documentation.  Does it support staff knowledge?  Are staff using the correct rich education language?  Staff questionnaire to gather perceptions on confidence in using documentation to inform practice, August 2024 and again April 2025 to measure impact.  To support numeracy across all playrooms, both indoors and outdoors, we will utilize the environment and integrate strategies from "Realising the Ambition" (RTA). This will involve creating numeracy-rich settings and incorporating targeted activities to promote number use and mathematical understanding throughout daily play. | | Staff training, focusing on supporting staff development within the following documentation:   * How Good is our ELC * Pre – Birth to Three * Curriculum for Excellence * Realising the Ambition   Management to create ‘bite size’ home link activities based on the above documentation for quick reference for staff.  Utilising monitoring and feedback mechanisms to reinforce the integration of training materials and documents into everyday professional practice. |