

Wellington School Nursery

IMPROVEMENT PLAN: 2023-2024

VISION

In Wellington Junior School it is our vision to:

Provide a happy, safe and stimulating environment to meet the needs of every child.

VALUES

Our Nursery's values mirror those of the school. They are: Wisdom, Justice, Compassion and Integrity. Children know these as: being kind, sharing, helping others, and telling the truth.

AIMS

- Provide a first-class, pre-school learning experience based within a play context, for children in their pre-school and ante pre-school years which will enable them to progress to Primary 1 with confidence and ease.
- Develop the individual potential of each child working closely with Parents.
- Provide a stimulating, supportive, secure and well-resourced learning environment.
- Promote at all times the self-confidence and self-esteem of the child.
- Assist children to become more independent and to think for themselves.
- Teach children to care for their environment and to be aware of the needs of others.

South Ayrshire Council Plan

- Maximise the potential of our children and families
- Improve the way we work as a council
- Maximise the potential of our economy
- Maximise the potential of our adults and older people
- Maximise the potential of our communities
- Maximise the potential of our environment

Children's Services Plan - Draft

- Ensure South Ayrshire's children get the best start in life, it is the best place to grow up, and all children and young people are successful learners, confident individuals, responsible citizens and effective contributors.
- Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire.
- Ensure children and young people who are looked after or are care leavers are cared for and supported to improve their life experiences and life chances.
- Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.
- Ensure children and young people have a voice in influencing service delivery that affects their lives.

Educational Services Plan

- The proportion of young people and adults with relevant qualifications is increased.
- Effective early years and early intervention services are delivered
- More children and young people are successful learners, responsible citizens, confident individuals and effective contributors
- The gap between the highest and lowest achievers is narrowed
- We look after our most vulnerable children and families
- Land and building assets are well maintained, fit for purpose and affordable
- A flexible workforce with the skills and knowledge to deliver services efficiently and effectively

National Improvement Framework

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained positive school leaver destinations for all young people

Priority 1: Improvement in children and young people's Health and Wellbeing: To improve the Health and Wellbeing of the children in our care and ensure that their needs are being met.

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person(s)	Start and Finish Dates	How Will We Measure Impact on Children?
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Improvement in young people's health and well being

To ensure we have a child friendly, nurturing space where all children are supported to develop and learn.

To ensure children have a safe and happy courtyard and garden for activities and play areas.

- Carry out a review of reorganised environment - using ECERS to evaluate
- Conduct an audit of the children's likes and dislikes e.g. What do they like/dislike about the nursery?
- Further develop Stay and Play sessions for Parents.
 - Ask Parents how often they would like to attend and how much they would like to be involved in the daily life of the Nursery.
 - Encourage Parental helpers to join the nursery to assist with Library, gardening etc
- Applying Nurture as a Whole School Approach
 - Familiarise staff with Applying Nurture as a Whole School Approach document (Ed Scotland) <https://education.gov.scot/media/2cbbaekj/inc55applyingnurturingapproach120617.pdf>
- Source courses for train training
- Staff/parent questionnaires
- Develop a shared understanding of what is meant by a nurturing approach
- Use observation profiles to make observation linked to NP3 and NP4 (Ed Scotland doc)
- Shared topic/joint planning of Early level topic with Primary 1 teacher.
 - Shared playtime with Primary 1
- Establishing a new Lunch environment/routine
 - Create a dining area in the Nursery. Purchase tables, chairs and accessories to establish a 'Nurturing dining area' that will enhance the lunchtime/snack time experience within the Nursery playroom.
 - Food will be delivered to the Nursery from the dining hall.
 - Monitor the children's eating habits during lunchtime.
 - Record their likes and dislikes.
- Outdoor Nursery/ Using our local environment. We will review usage of our Outdoor Nursery at Doonside and enhance our 'outdoor experience' by using our local environment more. eg. Beach, park, shops, wider school resources, farms, nursing homes... Ensure that children can spend a substantial part of their day in the outdoors environment i.e., Outdoor Nursery, garden area, Astro turf, front courtyard, and local environment.
- Express our feelings using The Colour Monster

A Jamieson
S MacRae
H Walkinshaw
C Gibson

ECERS evaluation
Oct 2023

Stay and Play audits
Aug – Dec 2023

Nurture
On-going from Aug 23 – May 24

Others Areas
On-going from Aug 23 – May 24

Through information collected by staff in observations and group conversations

Audits and mind maps with the children.

Parental feedback from:-
Focus groups, one-to-one meetings, stay and play sessions, questionnaires.

Parental questionnaires, focus groups, monthly questions, google classroom

Ask children to rate their experiences and use the collected information to review/change format if necessary. Use Smiley faces for the children to vote.

- Revised look at Vision and Aims/Rights of the Child
 - Consult parents and children
- Continue to develop Sensory/Nurture area
- Introduce new recording format – Learning Journals – to create meaningful, personal and robust observations of children’s learning
 - Training required/Pilot scheme/Planned rollout around October 2023
- Audit of Accidents to changes in the Courtyard
 - Change playtime procedures and timings to reflect audit

On-going review of the support needs of the children in our care

Priority 2: Improvement in Literacy, Communication and Language, closing the attainment gap: To improve the attainment in Literacy and close the attainment gap between the most and least disadvantaged children.

Outcomes we want to Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person(s)	Start and Finish Dates	How Will We Measure Impact on Children?
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<p>To improve all children's outcomes in Communication and Language ensuring high quality learning experiences</p>	<ul style="list-style-type: none"> • Monitor and track children's progress highlighting children in Decile 1 and 2 • Track and analyse progress using CfE Benchmarks and SAC Tracking: Identify improvement in Children's performances • Early identification of children who need additional support with language acquisition <ul style="list-style-type: none"> ○ Liaise with Speech and Language regarding language delay for specific children ○ Liaise with the English as an Additional Language team regarding children who use another language other than English at home. Investigate resources and Home-links. ○ Targeted support for children with Speech and Language delay/ASN • Use developmental milestones to monitor and track children's progress throughout the year and use this as a focus for Literacy within the planning • Use SAC Teacher input in respect of Phonological Awareness • Focus on letter recognition and phonological awareness <ul style="list-style-type: none"> ○ Music lessons with Specialist, introduction to instruments, and syllables • Shared 'fun reading time' with Primary School children at different levels. <ul style="list-style-type: none"> ○ P3 children prepare a storybook to read to Nursery child. • Continue working on Literacy Developmental Milestones <ul style="list-style-type: none"> ○ Use data to highlight areas of specific focus • Continue with Lending Library/Story Sacks • Parental workshops on phonological awareness/importance of reading/mark making etc • Re-introduction of Literacy working party <ul style="list-style-type: none"> ○ 2/3 members of staff focus on Literacy experience in the Nursery, ○ research activities and evaluate achievements • Shared activities with Primary children and teacher e.g. The Little Red Hen • Weekly events for all children with Music teacher 	<p>A Jamieson A Hamilton S Thomson L Fleming</p>	<p>August 2023 – June 2024</p>	<p>Through auditing experiences discussed during individual staff review meetings with management of the nursery</p> <p>June 2023, 83% of children achieved between 8-10 milestones in literacy and communication. Aim to maintain achievement of 85% by June 2024.</p> <p>Compare specific Milestone data with an emphasis on the Milestones that children found most difficult:</p> <ul style="list-style-type: none"> • I can talk clearly to others using sentences. Currently 83%. Aim to Improve to 85% by June 2024 • I can identify rhyming words. Currently 83% - Aim to improve to 90% by June 2024 • I can identify and tap out syllables in words. Currently 83%. Aim to improve to 85% by June 2024
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Priority 3: Improvement in attainment – maths and numeracy, closing the attainment gap

To improve attainment in numeracy and close the attainment gap between the most and least disadvantaged children.

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person(s)	Start and Finish Dates	How Will We Measure Impact on Children? (Current Measures and Targets include)
<p>Improve children's outcomes in maths and numeracy</p> <p>Ensure high quality learning experiences for all</p> <p>Introduce block play for all children</p>	<ul style="list-style-type: none"> • Use Developmental Milestones data: • Monitor and track children's progress highlighting children in Decile 1 and 2 • Track and analyse progress using CfE Benchmarks and SAC Tracking: Identify improvement in Children's performances <ul style="list-style-type: none"> • Ensuring that we have a Numeracy rich environment- Ensure that Maths is represented in every area of the Nursery, including outdoors i.e. garden, nursery courtyard and Outdoor Nursery • Re-introduction of Numeracy bags/Home Links- Home link maths bags (bags to be given out as a home link or as an alternative to a library book) • Continue working on Developmental Milestones • Re-introduction of Numeracy working party • Purchase new resources e.g. blocks <ul style="list-style-type: none"> ○ Staff to attend block play course 	<p>A Jamieson</p> <p>J Cox</p> <p>G McKenzie</p>	<p>From August 2023</p> <p>On-going</p>	<p>Compare current Milestones results against Milestone results from previous years</p> <p>As of June 2023, 83% of children achieving between 8-10 milestones in maths and numeracy. Look to maintain increase this to 85% at June, 2024.</p> <p>Compare specific Milestone data with an emphasis on the Milestone(s) that children found most challenging:</p> <p>I can copy a simple pattern. As of June 2023, 83%. Look to increase this to this 85% by June 2024.</p> <p>Review qualitative data from: Minutes of staff meetings, planning meetings</p>

Priority 4: Partnerships and Parent Engagement				
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?

To build healthy and lasting relationships that impact on the children's learning

- Holding initial meetings, for all parents and children, in small groups, or one-to-one with Key Worker, during 'Soft Start to Nursery'.
- Arrange Social 'Coffee, Cake and Chat' Morning for parents to allow opportunity to meet other parents. From previous meetings/questionnaires, parents highlighted they were more likely to attend a 'social/ informal' event.
- By enhancing clear lines of communication with parents
 - Use Google classroom as a 'Home Link' to stay connected with parents/share learning and progress.
 - Introduce 'Learning Journals'.
 - Information 'Group Called' to parents as required.
 - Reinstate Half-termly Newsletters (paper copy)
- By continuing to encourage parents into nursery-
 - Stay and Play- Indoor and Outdoor
 - Library helpers
 - Coffee, Cake & Chat
 - Parental workshops
 - Use parent skills and interests
- Through successful Parent Events:-
 - Summer Picnic- join us for a picnic
 - Thistle Tea- Fundraiser- Tea party entertained by children singing Scottish songs
 - Easter Bonnet Parade
 - Sports Day
 - Prize Giving
 - Calendar of 'Events' published
- Questionnaires to ask parents for views and ideas on nursery issues. e.g. Nursery Lunches
- Introduce new Learning Journals to staff, children and parents

S MacRae
J Cox

A
Jamieson

From August 2023

Diarised and on-going

Evaluate qualitative and quantitative feedback through:

Parental feedback
Use immediate feedback from stay and play sessions - Ask for views and opinions and encouraging parents who wish or have time to help run our Nursery Library.

Get feedback on events through questionnaires and other data collection methods such post-it boards, jars on the usefulness of the meetings

Measuring participation levels of parents at events.

Introduce Question of the Month for parents and staff

Priority 5 The Environment (internal and external)

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?
<p>To improve our indoor environment with a focus on a new eating area (lunches and snacks) area</p> <p>To ensure children are being treated with respect at mealtimes (Rights of the child)</p> <p>To raise Childrens' awareness of sustainability through food</p> <p>Improve links with the community</p>	<p>Change layout in Nursery to accommodate a new dining area.</p> <p>Carry out an audit of the new environment</p> <p>Consult with the children through audits and mind maps about the dining environment - Use photos, visits to hotels and photos to inspire children's ideas for how they would like the learning environment to be.</p> <p>Visit Brig O Doon Hotel to look at food prep and business in local environment board (Local environment board)</p> <p>Collect fruit (blackberries, brambles etc.) from Outdoor Nursery.</p> <p>Take collect food to kitchen – make smoothies, blackberries muffins</p> <p>Visit Dump to see where food waste goes</p> <p>Parent/Farmer to bring foodstuffs/produce from their harvest to nursery</p> <p>Visit Farm to see calving/lambing in Spring.</p> <p>Visit Farm orchard? Ask for examples of produce</p>	<p>J Cox</p> <p>A Jamieson</p> <p>G McKenzie</p>	<p>Phase 1 July 2023 – Oct 2023</p> <p>Phase 2 On-going until June 2024</p>	<p>Phase 1 Carry out an audit review in August/September of dining area – both children and staff</p> <p>Monitor and track children's eating habits – share with parents</p> <p>Analyse lunch records.</p> <p>Audit the children's likes and dislikes of food</p> <p>Phase 2 Record children's likes/dislikes of visits Record children's awareness of food from source to table.</p> <p>Audit children's awareness of their rights to be treated with respect and to make correct choices</p>