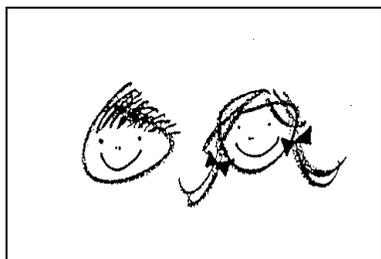




Renfrewshire
Council



Renfrewshire Council Children's Services

Kilbarchan Community Nursery SCIO

Improvement Plan

2021-2022

Planning framework

As part of Children's Services, [Kilbarchan Community 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. improve attainment, particularly in literacy and numeracy;**
- 2. close the attainment gap between the most and least disadvantaged pupils;**
- 3. improve children's health and wellbeing; and**
- 4. 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

Building strong, safe and resilient communities

Tackling inequality, ensuring opportunities for all

Creating a sustainable Renfrewshire for all

Working together to improve outcomes

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

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

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

Kilbarchan Community Nursery SCIO

Aims

The aims of Kilbarchan Community Nursery are to:

- Provide a flexible, high quality early learning and childcare service to meet the needs of children and their families.
- Create a secure, stimulating, happy and healthy environment, which encourages individuals to reach their full potential.
- Promote children's independence, social skills and learning for life through free play and directed activities.
- Provide a broad and balanced curriculum, which takes account of local and national guidelines and is responsive to children's needs, development, and interests.
- Develop positive partnerships with families and the surrounding community to support children's development and learning.
- Recognise the value of families' input and encourage them to share in their children's learning.
- Promote a welcoming and positive ethos of equality, fairness, and inclusion, which respects and values all children and adults.

Who did we consult?

To identify our priorities for improvement, we used feedback from children, parents, staff and partners, well as taking account of priorities and new guidance from the local authority and Care Inspectorate. This session, methods of gathering views and feedback from service user were restricted due to the pandemic. However, we issued questionnaires to parents and staff throughout the session and gathered feedback from children using a variety of methods and observations. Parent meetings were held regularly throughout the year via Zoom or TEAMS, providing opportunities for discussion. Our Renfrewshire Council support officer visits have also helped us identify improvement priorities. All information gathered is collated and used to assist us to identify next steps and areas for improvement.

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: Regular discussion with staff, both informally and at planned meetings. Discussion and feedback from parents at staff, parents and trustee meetings held each term as well as through more formal evaluation procedures as outlined above. Our self-evaluation programme, where we monitor our service against the standards set out in the document 'How Good is our Early Learning and Childcare', also ensures that we continuously monitor our service overall as well as the impact of improvement priorities. We also take account of the principles of the National Care Standards as part of our monitoring programme. 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

Continued from 2020/2021: Implementing Renfrewshire's Nurturing Relationships Approach (RNRA)

<p>HGIOS/HGIOELC Qis</p> <p>Q.I.s 1.1, 1.2, 1.4</p> <p>Q.I.s 2.1-2.4, 2.5, 2.7</p> <p>Q.I.s 3.1, 3.2</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> 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 	<p>1. School Leadership</p> <p>2. Teacher Professionalism</p> <p>3. Parental Engagement</p>	<p>NIF Drivers</p> <p>4. Assessment of Children's Progress</p> <p>5. School Improvement</p> <p>6. Performance Information</p>
<p>Rational for Change</p>	<p>Outcome and Expected Impact</p>	<p>Measures</p>	<p>Intervention</p>
<p>Renfrewshire's Nurturing Relationships Approach (RNRA) is to be fully implemented in all educational settings.</p> <p>All staff will require access to training for the implementation to be successful, but this has not been possible to date due to COVID-19.</p> <p>The nursery is undergoing substantial change with a revised layout of areas and a new extension.</p> <p>Most children have not been in nursery since March due to COVID-19.</p> <p>Returning children and their parent/carers will need support to settle back into the nursery routine as well</p>	<p>RNRA will have been successfully implemented within the nursery.</p> <p>All children and their parent/carers will feel safe and secure in the nursery.</p> <p>The children will be able to build positive relationships, make friends and interact with others.</p> <p>All nursery staff will endeavour to maintain good relationships with the children in their care, responding to the needs of the whole family unit by giving quality time and interactions to everyone.</p> <p>Processes will be introduced to encourage the children and their families to communicate their needs to staff, enabling us to build relationships.</p> <p>All parent/carers and children will feel welcome, supported, and included.</p> <p>Parent/carers will feel confident using our new parents' room.</p> <p>Views of all service users will be sought to assess the impact of the new changes.</p>	<p>Informal discussions and more formal feedback from staff and service users through questionnaires, focus groups and surveys.</p> <p>Children's profiles with comments from staff and children on an ongoing basis will provide evidence that the children have settled into their new environment.</p> <p>Children will have adjusted to the new setting and have settled into their learning</p> <p>Staff will have participated in questionnaires to provide an overview of their knowledge of nurture and to define how nurturing their daily interactions are.</p> <p>Consistency of approach in listening and responding to</p>	<p>Janice, Jodie, and Chloe will convene a working group to form an action plan</p> <p>Implementation of Nurture Principle number 3 - Nurture is important for the development of Wellbeing</p> <p>We will continue to offer a safe, secure, and caring environment where positive relationships are fundamental in every aspect of our daily routines.</p> <p>Our approach will continue to be dictated by what has happened to the child rather than what is wrong with them.</p> <p>The whole setting will focus on nurture and wellbeing.</p> <p>We will use the new parent/carers' room to listen to their concerns and hopefully alleviate them, providing time and space for parent/carers to be able to interact with each other as well as being able to talk to a member of staff</p>

<p>as getting used to our new refurbished interior.</p> <p>All new parent/carers and children need to feel welcome, supported and included.</p>		<p>the children, noticing and praising achievements.</p>	<p>trained in RNRA as well as the 'Incredible Years Programme.'</p> <p>We plan to build an environment where responsive relationships with families help them strengthen core life skills.</p>
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Continued from 2020/2021: Implementing Early Protective Messages Policy and Practice (EPM)

HGIOS/HGIOELC QIs Q.I. 2.1 Q.I. 2.5 Q.I. 3.1	NIF Priorities <ul style="list-style-type: none"> • 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 <ol style="list-style-type: none"> 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. Establishment Improvement 6. Performance Information 	
Rationale for change	Outcome and Expected Impact	Measures	Intervention	
<p>Staff may have initial embarrassment at using the correct anatomical terminology, however after receiving training in EPM they now understand the importance of this in early detection of potential child protection situations. Parents may also be reluctant to engage in this initially.</p> <p>Current COVID - 19 situation may make the planned training for parents difficult and online alternative may be preferable.</p>	<p>Confidence of staff in using the correct anatomical terminology for parts of the body when speaking to children. Learners will use correct terminology consistently when talking with adults, other children and at home. Target group are all children and their parents/carers.</p> <p>National policy drivers – Scottish Government - Sexual health and blood borne virus framework 2015-2020 update. The UN convention on the rights of the child Curriculum for excellence COSLA – Equally safe.</p>	<p>Once parents and staff are comfortable in using the terminology and children also refer to their own body using the correct terms.</p> <p>Survey monkey forms for parents to complete to inform us of the impact this is having. Informal discussion with parents during parent/keyworker meetings and regular contact. Children's individual plans based on the Wellbeing indicators will be reviewed to include EPM.</p>	<p>Introduce Early protective messages presentation to parents. August to October – Staff practise using terminology. October – parent evening to introduce and promote parent engagement. October onwards – implementation. Information shared with parents/carers in newsletters and on nursery website. 'My body belongs to me' information brochure distributed to all parents/carers and available to all.</p> <p>Timescales may be subject to change in line with current government guidelines about COVID -19</p>	

Improvement Priority 1: Recovery from COVID-19 restrictions and reinstating a quality early learning and childcare service as one unit from our newly extended and refurbished building.

HGIOS/HGIOELC QIs QIs 1.1 - 1.5 QIs 2.2 - 2.5 QIs 3.1 - 3.3	NIF Priorities <ul style="list-style-type: none"> • 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 	NIF Drivers <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>4. School Leadership</p> <p>5. Teacher Professionalism</p> <p>6. Parental Engagement</p> </div> <div style="width: 48%;"> <p>4. Assessment of Children's Progress</p> <p>5. School Improvement</p> <p>6. Performance Information</p> </div> </div>	
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Following the disruption to the service due to the restrictions imposed on us by the COVID-19 pandemic, it will be necessary to maintain the focus on children and staff's wellbeing.</p> <p>Supporting children with gaps in their learning as a result of the disruptions to the service will also be a priority. Practitioners will use their knowledge of child development along with observations and assessment strategies to identify and address gaps in children's learning, particularly in the core areas of health and wellbeing, literacy, and numeracy. We will continue keep up to date with and adhere to government guidance in relation to restrictions. This will determine how our service will be organised going forward. The setting has functioned as two separate units this session due to the restriction on numbers. It is hoped that we will be able to reinstate the setting as one unit. This will require significant planning as the building has not been used in this way since completion of the extension. The staff team will also require support to readjust to the new building layout and time will be required to establish how best to arrange the space to provide the best possible learning environment for children.</p>	<p>We expect to effectively support all children as appropriate to progress in their learning, reaching their full potential by June 2022.</p> <p>The staff team will work together to maximise the potential of the extended and refurbished building, establishing a quality learning environment for all children attending the service that supports and encourages curiosity and creativity across all areas of the curriculum.</p> <p>If the guidance allows, parents and carer's involvement in this priority will be encouraged.</p> <p>It would be hoped that this could be fully achieved by June 2022, however this will be dependent on guidance on group sizes when we return from the summer break in August.</p>	<p>Children will be included in the planning process and their engagement will be monitored throughout, to establish effectiveness of layouts and resources.</p> <p>Practitioners will work together to carry out reviews of their plans.</p> <p>The process will be recorded as a PowerPoint presentation, which each practitioner will be encouraged to contribute to.</p>	<p>Practitioners will work together to plan, implement and review areas of the setting. Children, and if possible, parents and carers will be involved in the planning process. They will research guidance on establishing effective learning environments and, where necessary, seek funding opportunities for resources to further enhance their areas. They will ensure that provision for the core curricular aspects of literacy, mathematics and numeracy are included in their plans.</p> <p>Practitioners will be given time to work together to plan, implement and review their projects. It is expected that a trial and error approach will be required to fully achieve a quality learning environment that meets the need of all.</p>

Improvement Priority 2: Engaging with the Care Inspectorate’s new self-evaluation document ‘A quality framework for daycare of children, childminding and school aged children’ (June 2021)

HGIOS/HGIOELC QIs Q.I.s 1.1 – 1.5 Q.I.s 2.1 – 2.7 Q.I.s 3.1 – 3.3	NIF Priorities <ul style="list-style-type: none"> • 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 <ol style="list-style-type: none"> 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information 	
Rationale for change	Outcome and Expected Impact	Measures	Intervention	
<p>The above document has just been published and will form the basis of future inspections by the Care Inspectorate. It is intended to support establishments evaluate their performance, ensuring they are providing a high-quality care and learning provision for all children, including school aged children.</p>	<p>The staff team will engage with the expectations outlined in the document and gauge our provision against the illustrations on the 6-point scale for each quality illustration.</p> <p>This framework will eventually form part of our self-evaluation toolkit along with Education Scotland's <i>'How Good is our Early Learning and Childcare?' (HGIOELCC)</i>.</p> <p>It would be expected that the staff team have a good working knowledge of the document by June 2022.</p>	<p>We will engage with the process of self-evaluation using the three questions outlined in the document: How are we doing? How do we know? and What are we going to do now? Our findings will be documented, and examples of evidence recorded. The findings from this self-evaluation activity will inform our future improvement planning.</p> <p>Future inspections by the Care Inspectorate using this framework will identify how successful we have been in our self-evaluation processes.</p>	<p>All staff members will be issued with the document to engage with. An inhouse training activity will be arranged for the staff team at one of the in-service days during session 21/22.</p> <p>We will gradually include the framework in our self-evaluation procedures by initially identifying the quality indicators which link to the core indicators from the HGIOELCC document and assess our provision against both documents. We will then identify indicators which link to our improvement priorities.</p>	

Improvement Priority 3: Reviewing our planning procedures.

HGIOS/HGIOELC QIs Q.I.s 1.2 - 1.5 Q.I.s 2.2 - 2.7 Q.I.s 3.1 - 3.3	<p style="text-align: center;">NIF Priorities</p> <ul style="list-style-type: none"> • 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 	<p style="text-align: center;">NIF Drivers</p> <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
1. School Leadership	4. Assessment of Children's Progress							
2. Teacher Professionalism	5. School Improvement							
3. Parental Engagement	6. Performance Information							

Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>We identified the need to review our planning procedures as part of our self-evaluation process. It was discovered that, where children were being included in planning learning experiences, the documentation was weak to support this.</p>	<p>It would be expected that planning records clearly show how observations of children's engagement, and discussions with children, have influenced planning. Planning records will show what was put in place as a result of this information and planning reviews will identify how this impacted on children's progress and learning.</p>	<p>A successful documentation process will clearly show the process from gathering information about and from children, identifying possible lines of development, planning appropriate experiences through to monitoring the impact of the planned experiences on the child's learning and development.</p>	<p>Practitioners will engage in team discussions, training opportunities and research to enhance their knowledge and understanding of effective observations and how they should inform planning. Appropriate, proportionate recording procedures will be developed and trialled with the staff team. Monitoring and review processes will take place to ensure effectiveness of procedures.</p>