

Renfrewshire Council Children's Services

Kilbarchan Community Nursery SCIO

Improvement Plan

2022-2023

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. **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 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

Renfrewshire Council's Values

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.

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

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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, as well as taking account of priorities and new guidance from the local authority and Care Inspectorate. We also used data gathered via the new Early Level Progression Tool to identify gaps in children's learning. 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 TEAMs, providing opportunities for discussion. Our Renfrewshire Council support officer visits and working with our Early Years teacher 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 quality indicators set out in the documents 'How Good is our Early Learning and Childcare' and 'A Quality Framework for Daycare of Children, Childminding and School-aged Children' also ensures that we continuously monitor our service overall as well as the impact of improvement priorities. Visits from our Renfrewshire Council support officer throughout the year also provides us with valuable feedback on our progress. The new Early Level Progression Tool will be used periodically throughout the session to evaluate our progress in maths, literacy and health and wellbeing outcomes.

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff.

Improvement Priority 1: Improving Literacy Outcomes for Children			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
<p>1.2: Leadership of Learning</p> <p>2.2: Curriculum</p> <p>3.2: Securing Children's Progress</p>	<ul style="list-style-type: none"> 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 <p style="text-align: right;">Highlight as appropriate</p>		<p>Establishment Leadership Assessment of Children's progress</p> <p>Practitioner Professionalism Establishment Improvement</p> <p>Parental Engagement Performance Information</p>
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Analysis of data gathered through the Early Level Progression tool highlighted that children's achievements in literacy milestones were significantly lower than in maths and health and wellbeing in June 2022. (Under 60% of children achieving 60% or more in literacy milestones compared to around 70% in maths and health and wellbeing)</p> <p>It has been identified through observations that a higher number of children are requiring support with speech and language than in previous years. This may be as a result of the covid pandemic, where children had fewer opportunities to</p>	<p>Senior and experienced staff will build their knowledge of literacy learning approaches through engagement in additional training opportunities. They will have the opportunity to develop their leadership skills through sharing this learning with new practitioners and working with them to plan a literacy rich environment. By June 2023 all practitioners will be knowledgeable of early literacy programmes and strategies to support and challenge children with their progress in listening, talking, reading and writing skills.</p> <p>Parents and carers will learn of the value of reading to their children and will be supported and encouraged to read to their children regularly at home.</p>	<p>The Pre-school children will be assessed using the Early Level Progression Tool at the end of each term to measure progress. Data will be backed up with robust observation information gathered in children's personal profiles. This will allow practitioners to identify universal and individual gaps in learning, providing an opportunity to reassess literacy experiences and opportunities offered.</p> <p>Feedback will be gathered from parents and carers through survey forms to gauge the success of home link resources and Book Bug sessions in encouraging them to read to their children regularly.</p>	<p>Chloe (Senior Early Years Practitioner) will lead on this priority.</p> <p>Term 1 August – October:</p> <ul style="list-style-type: none"> Chloe will work with Victoria (lead practitioner) to start to develop the literacy area from August alongside ensuring appropriate opportunities for literacy experiences are available throughout the setting. All practitioners will observe children's engagement and abilities in literacy and report to the staff team at tracking meetings. A survey will be issued to all parents to establish how many and how often parents read to their children at home. This will provide a level to measure success of the programme on at a later stage. Story bags and library books will be issued to children weekly to use at home with their parents and carers. Parents and carers will be encouraged and supported to sign up to Dolly Parton's Imagination Library. An audit on sign up will be carried out termly by Sarah (Admin).



<p>socialise with their peers and other adults prior to starting nursery.</p> <p>A writing area was established late in this session due to a need being established through observing a general lack of children's engagement in writing opportunities throughout the setting. This has been particularly popular. It is planned to develop this area from August to build on the interest the area initiated.</p> <p>With 3 new staff members joining the team, two newly qualified, it has also been identified that staff training will be required to ensure all staff are confident in delivering literacy experiences.</p>	<p>Almost all pre-school children (70% and above) will be achieving over 60% of literacy measures indicated in the early level progression tool by June 2023.</p> <p>Fewer pre-school children will require speech and language intervention by June 2023.</p> <p>Almost all pre-school children (70%) will transition to primary school confident and secure at the early level of the curriculum for excellence in literacy outcomes.</p>	<p>Self-Evaluation activity will take place using How Good is our Early Learning and Childcare as follows and will be added to our Quality Assurance Calendar. Chloe will ensure appropriate feedback is collated evidencing the following:</p> <p>2.2: Curriculum will be reviewed in September and again in March with a particular focus on: There is a clear focus on the development of children's skills in early language.</p> <p>1.2: Leadership of Learning will be reviewed in January focusing on: Careful planning ensures that practitioners have regular opportunities to learn with and from each other, both in and beyond the setting.</p> <p>3.2: Securing Children's Progress will be reviewed in May focusing on: Information on every child is showing almost all children are making very good progress in literacy</p> <p>Almost all pre-school children (70% and above) will be achieving over 60% of literacy measures indicated in the early</p>	<p>Term 2 October – December</p> <ul style="list-style-type: none">• Victoria will liaise with the primary school to gather feedback on the children who transitioned to school this year. This will allow us to identify gaps in learning to be addressed for the current cohort.• The Early Level Progression Tool will be completed by keyworkers for pre-school children in their groups. This will identify early gaps in learning for individuals and groups of children.• Evidence will be gathered from tracking records and minutes of tracking meetings of children requiring specific support or challenge in literacy.• Discussions with parents at carer/ keyworker meetings will allow staff to share children's progress and agree next steps and strategies.• Programmes such as 'Vygotsky Story Grammar', 'I Can', 'Fun Ways to Listen and Learn' and 'Fun Ways to Talk' already used within the setting will be put in place by staff experienced in delivering the programmes for children identified as requiring support or challenge as required from October 2022.• Less experienced and new staff will work alongside experienced staff to learn about these programmes. <p>Term 3 January – March</p> <ul style="list-style-type: none">• Continuous monitoring of individuals through observations and tracking progress by keyworkers will be reported back at monthly tracking meetings and will identify progress and any gaps in provision.• The Early Level Progression Tool will be updated for all pre-school children for a second time. This will highlight progress towards our target and identify gaps in provision as well as required support or challenge for individuals.
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		<p>level progression tool by June 2023.</p>	<ul style="list-style-type: none"> • Stay and Play opportunities for parents and carers will allow practitioners to share information regarding children's next steps as well as support or challenge strategies being used in nursery. <p>Term 4 April – June</p> <ul style="list-style-type: none"> • A second survey will be issued to all parents to establish how many and how often parents now read to their children at home. This can then be compared to data gathered in term 1. • Final completion of the Early Level Progression Tool will provide a summative assessment of pre-school children's abilities in literacy. This, together with evidence within individual profiles and records of individual and group interventions will highlight the success of the programme. <p>Additional Actions: Practitioners will engage with the following literacy programmes as soon as dates are confirmed: Book Bug: a book sharing programme delivered in partnership by national reading charity Scottish Book Trust, local authorities, libraries and health trusts. Bookbug encourages parents and carers to share books with their children from as early an age as possible to inspire a love of reading in every child. Three members of staff (Chloe, Carol and Fiona) have applied for this training, which is due to be delivered between October and March. Book Bug sessions will then be delivered daily in the afternoon for children. Parents will be invited to join this. It is hoped that this can be rolled out during term 2.</p> <p>We have also applied to engage in the following programmes. Chloe will be allocated the opportunity</p>
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		<p>firstly and if additional places allow Victoria, then other staff will be given the opportunity.</p> <p>Talk for Writing: a multi-sensory approach in early years settings introduces a simple way to inspire young children's language development through storytelling. The approach enables children to internalise the language of stories so that they can imitate it, innovate on it and create their own stories independently. This CLPL will focus on putting rhymes and stories at the heart of work with children and parents so that young learners' language development and creativity flourishes.</p> <p>Jolly Phonics: an approach which teaches children to read and write using synthetic phonics.</p> <p>RICE: Renfrewshire's Inclusive Communication Environments (RICE) is an approach which is delivered jointly by Renfrewshire Educational Psychology Service and Renfrewshire Health and Social Care Partnership. The aim is to develop the capacity of all educational establishments to support and develop the language and communication skills of all children through training to develop knowledge and understanding, and coaching from specialist staff in Education and Speech and Language Therapy to develop skills and practice.</p> <p>PATIR: PATIR stands for Play and Talk in Renfrewshire. PATIR is a programme of support for parents. However, we know that similar strategies will help early years practitioners working pre-school children who have language and communication delay.</p> <p>Learning from the above opportunities will be implemented as appropriate to enhance the programme.</p>
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			<p>Practitioner will use knowledge gained from the above training opportunities to support them to plan effective literacy experiences in the nursery. Literacy opportunities will be included in all areas of the nursery to ensure personalisation and choice.</p> <p>It is hoped that we can identify additional innovative ways of involving parents in the programme as well as through home link resources and attending Book Bug sessions.</p>
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Improvement Priority 2: Revised Monitoring and Tracking Procedures to Promote Children's Care and Learning			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
<p>2.3: Learning Teaching and Assessment</p> <p>3.2: Securing Children's Progress</p>	<ul style="list-style-type: none"> 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 <p>Highlight as appropriate</p>		<p>Establishment Leadership Assessment of Children's progress</p> <p>Practitioner Professionalism Establishment Improvement</p> <p>Parental Engagement Performance Information</p>
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Personal Plans: Children currently have a range of documents that are combined to form their personal care plan. It was identified through discussion and feedback from our Renfrewshire Council Support Officer, as well as through discussion with staff, that care plans should be reviewed.</p> <p>Our aim is to produce a document, which is completed initially by parents, and becomes a working document for practitioners to be used alongside children's tracking documents. The new document will form a tracking record for children's health and</p>	<p>Personal Plans: Every child will have an easy to use, effective personal plan in place for starting nursery, providing important information about them as an individual. Parents will have the opportunity to share information in a meaningful way and children's views will also be included. The document will become a working document for practitioners, allowing them to effectively track all aspects of children's health and wellbeing alongside tracking records for literacy and maths. It is expected that the document will become a tool for ensuring personalisation and choice for each individual child and will be reviewed and updated regularly.</p> <p>Tracking Records: Every child will have tracking records, which</p>	<p>Before the end of session 2021 /22 staff will have the opportunity to provide feedback on the draft copies of the new documents. Parents who have trialled the documents will also provide feedback.</p> <p>August: An in-house consultation and training event will be held for the staff team to ensure that everyone knows how to use the practitioner section of the personal plan.</p> <p>At the end of Terms 1, 2 and 3 questionnaires will be issued to parents of children who started during the previous term to gather feedback on our enrolment and induction procedures, including the child and parent sections of the personal plan.</p>	<p>Victoria (Depute Manager) will lead on this priority.</p> <p>Personal Plans: A working group consisting of Mairi (Manager), Victoria (Depute), Janice and Chloe (Seniors) have compiled a document using the Care Inspectorates guide for personal planning for Early Learning and Childcare as a guide. The draft plan will be shared with staff and trialled by some interested parents before the end of session 2022/23.</p> <p> personal-plans-gui de-elc-final-1310202</p> <p>Tracking Records: Victoria has been working with Claire (Early Years Teacher) to compile draft tracking records linking to the Early Level Progression Tool.</p> <p>Term 1 August - October Personal Plans: The 'All About Me' and parents' section will be issued to parents of new starts at their induction day to be completed and returned on their first day. The working group will meet in August to link the Health and Wellbeing milestones from the Early Level</p>

<p>wellbeing and will take account of information from children, parents, and practitioners to ensure that it fully reflects the child's care and learning requirements. It was agreed by staff that the document should continue to be based on the SHANARRI wellbeing indicators to ensure relevance. It was also agreed that important information about the child should be easily accessible to practitioners.</p> <p>Tracking Records: The introduction of the new Early Level Progression Tool completed by staff as part of the transition information for pre-school children highlighted the requirement to review our current tracking documents. Staff found that some important information was missing from our current records, and it was difficult to correspond current benchmarks to the</p>	<p>are manageable for practitioners and clearly show individual progress and stages of learning in literacy and maths in line with the early level of the curriculum for excellence.</p> <p>The above documents combined will ensure that the core areas of literacy, maths and health and wellbeing are well documented and tracked for every child, ensuring that they can be effectively supported to reach their full potential in nursery.</p> <p>It is expected that both documents will be fully embedded in practice by term 3.</p>	<p>Practitioners will review both documents for effectiveness and ease of use through discussions at full staff team meetings throughout the year.</p> <p>Data will be collated in relation to the tracking records in October, February and May alongside completion of the Early Years Progression Tool. Keyworkers will record the number of milestones tracked for every child, including ante pre-school children. This will provide an indication of how manageable the documents are for keyworkers to use and will also highlight gaps in learning.</p> <p>Self-Evaluation activity will take place using How Good is our Early Learning and Childcare as follows and will be added to our Quality Assurance Calendar. Victoria will ensure appropriate feedback is collated evidencing the following:</p> <p>2.3: Learning Teaching and Assessment will be reviewed in</p>	<p>Progression Tool to the practitioner section of the plan. An in-house training event will be organised by Victoria for all staff, to explain how the document should be used and provide opportunity for feedback. Once the staff team are happy with the document, keyworkers will add it to the parent and child's sections to complete the document for each child. For existing children, keyworkers will start to use the practitioner section of the new plan, which will be added to their existing care plans. Out of school care staff will consult with the school children attending out of school care sessions to review the school children's personal plans. These will be used as soon as they have been revised and should fully involve the children.</p> <p>Tracking Records: Victoria and Claire will finalise the document in August. This will be shared with the staff team for feedback. An in-house training event will be organised by Victoria for all staff, to explain how the document should be used and provide opportunity for feedback. Once everyone is happy with the first draft, keyworkers will begin to implement it for new children as they start. Keyworkers will begin to implement the new document for existing children, transferring information from the old document and using professional judgment to complete as much as they can initially. This exercise will be completed over term 1 as time allows. Additional time off the floor for keyworkers will be arranged to support with this. Victoria will also provide support for practitioners as required.</p> <p>Term 2 October – December</p>
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<p>milestones on the Progression Tool.</p> <p>Our aim is to revise our tracking records to ensure that they link directly to the literacy and maths milestones on the Early Level Progression Tool. This will support staff when planning learning experiences and ensure that the information required when completing transition documents is evidenced on children's tracking records and within their personal profiles.</p>		<p>early September and again in May with a particular focus on:</p> <p>Tracking and monitoring of children's progress is well-understood and used effectively to secure improved outcomes for all children.</p> <p>3.2: Securing Children's Progress will be reviewed in February with a particular focus on:</p> <p>Parents are fully involved in understanding their child's progress. They are valued partners in identifying and reviewing progress and achievements.</p> <p>At the May in-service day, a summative evaluation of both documents will take place with the staff team.</p> <p>It is expected that all children will be well supported throughout the session with additional support and challenge strategies clearly recorded and evaluated within their personal plans. It is expected that all children will have tracking records clearly showing their stage of learning in literacy and maths that can be used to inform the Early Years</p>	<p>Personal Plans will be reviewed and updated with parents at parent/keyworker meetings. Keyworkers will gather informal feedback from parents on the effectiveness of the plans as well as the ease of using them. Information will then be shared with the staff team at a meeting. Any agreed adjustments will be planned for.</p> <p>Tracking Records will continue to be completed by keyworkers and will also be shared with parents at parent/keyworker meetings. Practitioners will have the opportunity to feedback on their experience of working with the records, as well as any feedback from parents, at a staff meeting.</p> <p>Keyworkers will complete the Early Level Progression Tool for pre-school children. Victoria will support with this. Practitioners will feedback at a staff meeting on the effectiveness of the new tracking documents for supporting with the completion of the spread sheet.</p> <p>Term 3 January – March Both documents will continue to be used and should be well embedded in practice. February Stay and Play sessions will provide another opportunity to share and update records with parents.</p> <p>The Early Level Progression Tool will be updated for pre-school children using the information gathered in both documents.</p> <p>Term 4 April – June Keyworkers will complete the transition documents including a final update of the Early Level Progression Tool and transfer of information document. An</p>
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		<p>progression tool for children transferring to school and to build on for children returning in August.</p>	<p>evaluation of both documents will be compiled at the May in-service day and any future actions or amendments will be identified.</p>
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Improvement Priority 3: To Develop High Quality Learning Experiences in Food Education			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
<p>2.5: Family Learning 3.1: Ensuring Wellbeing, Equality and Inclusion</p>	<ul style="list-style-type: none"> 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 <p style="text-align: right;">Highlight as appropriate</p>	<p>Establishment Leadership</p> <p>Practitioner Professionalism</p> <p>Parental Engagement</p>	<p>Assessment of Children's progress</p> <p>Establishment Improvement</p> <p>Performance Information</p>
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>The nursery setting has recently undergone an extension and refurbishment. Alongside this we have been allocated a large area of outdoor space to the front of the building. The area is unsuitable as a play space as it is not secure. The staff have agreed that it could be developed as an orchard. Staff have also identified the need to re-engage parents after the disruption of the last two years due to covid. As a community nursery parents and carers have always been very much involved in the service. We have found it difficult to maintain this engagement during the restrictions enforced on us.</p>	<p>Our aim is to establish a fruit orchard, which will provide opportunities for our children and parents to work and learn together about growing, harvesting, and cooking, developing a love of good, nutritional food and a healthier lifestyle.</p> <p>We already have well established raised beds where we involve the children in growing a range of vegetables. Children have developed many skills as well as knowledge and understanding of the growing cycle, healthy foods and healthy lifestyles. Working outdoors has great health and wellbeing benefits and, with the development of our proposed orchard, more opportunities for positive wellbeing will be achieved.</p> <p>Our project is a joint project with the children of Kilbarchan Primary School and our local volunteer group Kilbarchan Smile. We have also forged</p>	<p>Parental engagement will be measured by how many parents engage at each stage in the process. It is hoped that by offering a range of different opportunities for parents to get involved, we would be able to reach a wide range of families. Opportunities will range from planting growing and tending our crops to cooking in nursery or at home with their children.</p> <p>We will gather feedback from those involved, both verbally and through questionnaires issued periodically throughout the year.</p> <p>Data will be collated as practitioners monitor the engagement of children at all stages, and observations and assessment information will be used to gauge the success of the project in relation to children's knowledge and understanding. We will carry out a summative assessment of the overall success of the project in May. This will include feedback from children, parents, practitioners and people from the</p>	<p>Elaine (Early Years Practitioner) will lead on this priority.</p> <p>Actions already completed:</p> <ul style="list-style-type: none"> Elaine has submitted a grant application to Education Scotland's Food for Thought fund to cover the costs of the fruit trees and bushes. We have met with a representative from the local community group Kilbarchan Smile, who have agreed to support us with planting and harvesting. We have been in touch with a local businessman and landowner who has developed an orchard from scratch and agreed that we can visit to see what he has done and learn from his experience. We have been in touch with the primary school and agreed that they will get involved with the project.



<p>We have identified that this project could be a way of involving parents and using the space available to benefit families and the community.</p>	<p>a link with a local producer who has agreed to support us with the project. Involving parents and carers also, we will work together to care for and produce fruit for all to use. Different age groups will work together to pass on knowledge and expertise and learn from each other about food production, healthy eating, caring for the environment and creating a zero-waste environment.</p> <p>We plan to organise cooking sessions in nursery where parents and carers will be invited in to cook alongside the children. We also plan to introduce Home Resource Cooking bags, initially containing vegetables from our raised beds. These will contain recipes and ingredients for families to cook together at home. This will help promote confidence in parents and children, help them to develop healthier and more sustainable lifestyles and provide lifelong learning opportunities for all. This will benefit our working parents who don't always have the time to commit to attending nursery sessions. Children's math and literacy skills will benefit from all our cooking activities as they count out, measure, mix, cook, cut and look at recipes.</p>	<p>wider community who have engaged in the project. We hope to hear that parents are cooking more meals from fresh ingredients and see children becoming more familiar with a range of fresh fruit and vegetables.</p> <p>We expect this project to continue into 2023 /24 as the fruit trees mature and we continue to plant more trees.</p> <p>Self-Evaluation activity will take place using How Good is our Early Learning and Childcare as follows and will be added to our Quality Assurance Calendar. Elaine will ensure appropriate feedback is collated evidencing the following:</p> <p>2.5: Family Learning will be reviewed in March with a particular focus on:</p> <p>Almost all those engaged in family learning programmes are highly motivated and actively involved in their own learning and development.</p> <p>3.1: Ensuring Wellbeing, Equality and Inclusion will be reviewed in November with a particular focus on:</p> <p>Health and wellbeing is fully embedded in the daily life of the setting and consistently promoted by all practitioners.</p>	<p>Next Steps:</p> <p>We hope to hear if we have been successful in our funding bid in August. Depending on this we will either go ahead and order the plants or seek out other sources of funding.</p> <p>A planning meeting will be arranged with all parties involved, including children, to arrange the action plan for planting the trees and bushes.</p> <p>Once the vegetables from our current raised beds are ready to harvest in the Autumn, staff will invite parents in to take part in cooking activities with their child. This will be followed up with the introduction of our cook at home bags when we will produce simple recipe cards to include in a bag with the required ingredients. Initially these recipes will be vegetable based, such as soup, to use the produce of our garden.</p> <p>Over the winter and spring terms, we will care for the new trees and bushes and watch for blossom and leaves, working and learning with the children from the primary school and the volunteers from Kilbarchan Smile.</p> <p>In the spring we will plant vegetables again for next session.</p>
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	<p>We aim to introduce the cook at home bags</p>		<p>Our next step in the summer and autumn would be harvesting fruit when it is ripe and available, eating it for snack and using it in recipes the children have found in books and on I-pads. Cooking situations may be indoors or outdoors at the campfire and will involve parents as much as possible. Parents will be invited to join in with these activities and cook at home bags will be expanded to include fruits and fruit-based recipes.</p> <p>During the summer break, the local community will have the opportunity to benefit from any produce ripening during this time.</p> <p>We expect the project to evolve and develop over many years as trees mature and we plant new crops.</p>
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Actions Continued from Session 2021 - 2022

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

Rational for Change	Outcome and Expected Impact	Measures	Intervention
<p>HGIOS/HGIOELC Qis</p> <p>Q.I.s 1.1: Self- Evaluation for self-improvement</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>NIF Drivers</p> <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	
<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</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>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>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</p>

<p>the nursery routine as well 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>Views of all service users will be sought to assess the impact of the new changes.</p>	<p>Consistency of approach in listening and responding to the children, noticing, and praising achievements.</p>	<p>being able to talk to a member of staff 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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Actions for 2022 - 2023

<p>Continue to embed the approach and gain recognition by achieving the Jade award.</p>	<p>RNRA will continue to be 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 be encouraged to use our new parents' room.</p>	<p>Staff have completed a pre and post questionnaire allowing Janice to gather data on the impact that the training had on staff and their understanding of RNRA.</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>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>The whole setting will continue to focus on nurture and wellbeing, and we will adapt our environment as required. Over the past year, we have added calm and quiet safe spaces for the children to visit. We will continue to monitor this and engage in conversations with the children about our quiet spaces and adapt them accordingly.</p>
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Continued from 2020/2021: Implementing Early Protective Messages Policy and Practice (EPM)

<p>HGIOS/HGIOELC QIs</p> <p>Q.I. 2.1 Q.I. 2.5 Q.I. 3.1</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>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. Establishment 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. Establishment Improvement	3. Parental Engagement	6. Performance Information
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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>

Actions for 2022 - 2023

<p>Now that COVID-19 restrictions have been lifted, we are hopeful that we can deliver EPM the way we had initially</p>	<p>Staff will have confidence in using the correct anatomical terminology for parts of the body when speaking to children.</p>	<p>Children's personal plans based on the Wellbeing indicators will include EPM.</p> <p>Parents/carers will be issued with a survey monkey form to complete which will inform us of their thoughts, worries or concerns.</p>	<p>Introduce Early protective messages presentation to parents.</p> <p>Parents/Carers of children starting next session will be issued with "My body belongs to me" information brochure.</p>
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<p>planned to before the pandemic.</p>	<p>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>Children have access to dolls with anatomically correct body parts which helps to initiate discussions giving children opportunities to learn and practice saying the correct terminology.</p>
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