



Kilbarchan Community Nursery

Improvement Plan

2026/27

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 have to 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 centre/nursery and articulate with local and national priorities.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

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

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

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 Philosophy

- 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 sought the views of children, parents, carers and staff. We used a variety of methods of getting the views of those who are involved in the life and work of Kilbarchan Community Nursery such as questionnaires, suggestion box, our communication app, FAMILY, informal verbal feedback and at meetings.

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities and considered feedback from consultations with our partner support officer.

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 our progress towards achieving the outcomes within this plan through a range of quality assurance activities. These will include regular professional dialogue with staff, planned team meetings, and feedback from parents, staff, and trustees through meetings and questionnaires.

Our self-evaluation programme will continue to monitor the quality of our service against the indicators within *A Quality Improvement Framework for the Early Learning and Childcare Sectors* and *A Quality Framework for Daycare of Children, Childminding and School-aged Children*. This will enable us to evaluate both the impact of our improvement priorities and the overall quality of our provision.

Support visits from our Renfrewshire Council Early Years Officer will provide additional challenge, support, and feedback on our progress. Children's progress and attainment in literacy, numeracy, and health and wellbeing will be monitored throughout the session using the Early Level Progression Toolkit.

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 – Enhancing the Learning Environment.

Shared Framework Qis

- Learning, teaching and assessment.
- Play and learning.
- Children experience high quality spaces
- Nurturing care and support
- Wellbeing, inclusion and equality

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
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	Interventions
Following a staff team review of our current learning environment, alongside discussions, visits to other settings and comparisons of before-and-after images of our setting, all practitioners agreed that our environment would benefit from significant redevelopment. The team recognised the positive impact that a more natural, calming, and home-from-home environment can have on children's wellbeing, engagement, and learning. Although our data shows that 88% of children are consistently demonstrating the Health and Wellbeing measure within Renfrewshire Council's Progression Toolkit, staff observations indicate that many children can still become overwhelmed by the level of visual stimulation within the environment. Recent management learning walk	To create a calm, nurturing, and home-from-home learning environment that uses natural materials, authentic resources, and thoughtfully designed spaces to support children's wellbeing, engagement, independence, and learning. By December 2026, all playrooms will have undergone a review and redesign to reduce visual clutter, increase the use of natural and authentic resources, and create a more homely, welcoming atmosphere. By June 2027, children will demonstrate increased levels of wellbeing and involvement, evidenced through observations and tracking data, with at least 90% of children consistently	Increase the percentage of children consistently demonstrating the Health and Wellbeing measure within Renfrewshire Council's Progression Toolkit from 88% to 90% or above. Learning environment audits show a reduction in visual clutter and an increased use of natural, authentic, and open-ended resources across all playrooms. Leuven Wellbeing and Involvement observations demonstrate an increase in the number of children achieving high levels of wellbeing and involvement. Observations show increased sustained engagement in play,	Conduct a full audit of the indoor and outdoor learning environment to identify areas of visual clutter, overstimulation, and resources that no longer support high-quality learning. Consult with children, families, and staff to gather views on creating a more natural, nurturing, and home-from-home environment. Gradually reduce the number of brightly coloured plastic toys and replace them with natural, authentic, and open-ended resources where appropriate. Introduce natural materials such as wood, wicker, fabric, plants, loose parts, and real-life objects to enhance children's sensory and play experiences. Reorganise learning spaces to create calm, purposeful, and inviting areas that

observations found that children often moved quickly between activities rather than sustaining engagement, with an average engagement time of approximately six minutes before changing activities. Staff also recorded that four children required adult intervention to support regulation or conflict resolution during free-flow sessions. Currently, many areas of the nursery contain a large proportion of brightly coloured plastic resources and furnishings. Through reflection on practice, staff identified that the environment may be contributing to sensory overload for some children, particularly those with emerging communication needs, additional needs, or who are still developing self-regulation skills. Research suggests that natural, uncluttered environments can promote higher levels of engagement, concentration, independence, and emotional wellbeing. Therefore, the whole staff team is committed to transforming the nursery environment to create a more welcoming, homely, and nurturing space. This will involve gradually reducing unnecessary plastic and overly stimulating resources, introducing more natural materials and authentic resources, decluttering learning areas, and creating inviting spaces that encourage sustained shared thinking and deeper levels of play.	achieving the Health and Wellbeing measure within Renfrewshire Council's Progression Toolkit. By March 2027, observations will show an increase in children's sustained engagement in play, with more children remaining focused on self-chosen activities for longer periods and demonstrating deeper levels of learning. By March 2027, practitioners will report improvements in children's emotional regulation, confidence, and independence as they access and use resources within the environment. By March 2027, all learning spaces will provide a balance of open-ended, natural, and authentic resources that encourage creativity, problem-solving, and curiosity. By June 2027, feedback from children, families, and staff will indicate that the nursery environment feels calm, welcoming, and reflective of a home-from-home ethos.	with children remaining focused on activities for longer periods and demonstrating deeper levels of learning. Practitioner observations and tracking evidence demonstrate increased independence in children's access to, selection of, and care for resources. Monitoring records show a reduction in incidents where children require adult support due to becoming overwhelmed or dysregulated. Floor books, learning stories, and observations provide evidence of increased creativity, curiosity, problem-solving, and sustained shared thinking. Parent and carer feedback indicates that the nursery environment feels calm, welcoming, and supportive of children's wellbeing and learning. Staff evaluations demonstrate increased confidence in creating and maintaining a nurturing, home-from-home learning environment.	support different types of play and learning. Improve the presentation and accessibility of resources using baskets, trays, shelving, and labels to encourage independence and ownership. Review and enhance cosy spaces, quiet areas, and nurturing environments to support children's emotional wellbeing and self-regulation. Develop staff knowledge and understanding of the impact of learning environments on children's wellbeing, involvement, engagement, and learning through professional reading, visits to other settings, and team discussions. Use environmental rating scales, learning walks, and quality assurance visits to monitor the effectiveness of changes and identify next steps. Gather ongoing evidence through observations, Leuven Wellbeing and Involvement assessments, floor books, and learning stories to evaluate the impact of environmental changes on children's experiences. Share progress and developments with families through newsletters, displays, social media, and stay-and-play opportunities. Regularly review resources and displays to ensure the environment remains
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Success will be measured through improvements in children's engagement levels, wellbeing scores, sustained periods of play, and reductions in behaviour incidents linked to dysregulation. We anticipate seeing an increase in the percentage of children demonstrating high levels of wellbeing and involvement, as measured through Leuven Scale observations, from 88% to at least 92% by June 2027. This change aligns with our vision of providing a high-quality learning environment where children feel safe, valued, and inspired to explore. By developing a more natural, home-from-home atmosphere, we aim to enhance children's emotional wellbeing, increase engagement, improve independence, and create a richer learning experience for all children.		Quality assurance visits and leadership monitoring show that improvements to the environment are embedded, consistent, and positively impacting children's experiences and outcomes.	uncluttered, purposeful, and responsive to children's interests and needs. Monitor children's progress through Renfrewshire Council's Progression Toolkit to evaluate the impact of the environment on wellbeing and learning outcomes.
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Improvement Priority 2 – Continuing to develop a more consistent approach to our planning cycle.

Shared Framework Qis -Children's progress -Curriculum -Learning, teaching and assessment. -Play and learning	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
In January of last year, after a change in management we began a review of our planning cycle to ensure it reflected current national guidance and best practice in early years education. This led to the development of a more consistent and structured approach to planning, supporting greater clarity across the team. While progress has been made, consistency in implementation is not yet fully embedded across the setting. Currently, 3 out of 6 staff members (50%) still require significant support when identifying children's interests and using these to inform planning, as well as in the recording and evaluation of planning outcomes. This highlights variability in practitioner confidence and understanding of the full planning cycle, including observation, analysis, planning, and next steps. These findings align with recent inspection feedback (May 2025), which noted the need for more	To ensure a consistent, high-quality planning cycle is fully embedded across the setting, in line with national guidance, where all practitioners confidently use observations, children's interests, and assessment evidence to plan, track, and evaluate learning effectively. By March 2027, planning will be regularly shared with parents and carers using Book Creator, leading to improved communication, increased engagement with children's learning, and stronger home–nursery links. By June 2027, we aim to work towards achieving a Digital Learning Award, recognising the effective use of digital tools (Book Creator) to enhance learning, teaching, and family engagement.	Increase staff confidence and consistency in identifying children's interests and using these to inform planning, evidenced through staff questionnaires, observations, and professional dialogue. All planning documents show clear and consistent links between observations, assessment evidence, children's interests, and next steps. Planning will be shared with parents and carers using Book Creator, with evidence of increased engagement and communication between home and the setting. Staff records demonstrate consistent completion of planning cycles (observation, analysis, planning, and evaluation) across all setting.	Revisit and refresh the setting's planning cycle to ensure it is fully aligned with current national guidance and clearly understood by all staff. Provide targeted professional learning sessions focused on identifying children's interests, effective observation techniques, and using assessment information to inform planning. Introduce regular moderation and planning meetings where staff collaboratively discuss observations, identify next steps, and plan responsive learning experiences. Implement peer support and mentoring, pairing more confident practitioners with those requiring additional support to strengthen consistency of practice. Carry out regular planning audits and feedback sessions led by leadership to monitor consistency and provide clear next steps for improvement. Develop shared planning formats and tools to ensure consistency in recording

consistent observations across all areas of learning and encouraged practitioners to deepen and extend learning opportunities in every play space. The inspection also highlighted the importance of purposeful, real-life contexts to support early mathematical development and the need for a coherent approach to planning and tracking progress. In addition, staff planning questionnaires indicate a clear need for continued development in this area, with feedback highlighting that further support, training, and consistency are required to strengthen understanding and confidence in the planning process. As a result, there is a need to further embed a consistent approach to ensure all children experience a high-quality, responsive curriculum that is accurately informed by their interests, needs, and stages of development. Strengthening staff confidence and competence will support more effective tracking of learning and ensure progression is clearly planned for and recorded. A more consistent approach will also ensure that planning is clearly and systematically linked to observations and assessment evidence, allowing for more accurate identification of next steps and improved continuity of learning across the setting. This will	By December 2026, all staff will demonstrate increased confidence and consistency in identifying children's interests and using these to inform planning. By December 2026, planning will be clearly and consistently linked to observations and assessment evidence, ensuring a more responsive and child-led curriculum across all playrooms. By March 2027, children will experience more purposeful and engaging learning opportunities that reflect their individual needs, interests, and stages of development. By March 2027, progression in learning will be more effectively tracked and evidenced across all areas of the curriculum, supporting clearer identification of next steps. By March 2027, improved continuity of learning will be evident across all keyworkers. By June 2027, staff recording of planning, observations, and evaluations will be more consistent, providing clearer	Monitoring and quality assurance activities show reduced variability in planning quality across staff members and key worker groups. Evidence from children's profiles, Book Creator, and tracking systems shows more coherent progression in children's learning over time. Staff self-evaluation and questionnaires indicate improved understanding of the planning cycle in line with national guidance. Leadership observations and sampling of planning show increased accuracy and consistency in identifying next steps for learning. Children's experiences reflect more responsive and meaningful learning opportunities linked directly to their interests and developmental needs. Improved continuity of learning is evident across transitions and key worker groups. Overall quality assurance evidence demonstrates that	observations, planning learning, and evaluating impact across all rooms. Use learning walks and focused observations to support staff in linking planning more effectively to children's interests and experiences in real time. Strengthen the use of digital or written tracking systems to ensure progression in learning is clearly recorded and easily accessible. Share good practice examples across the team to support consistency and raise confidence in high-quality planning approaches. Use staff questionnaires and reflective discussions to identify ongoing training needs and adapt support accordingly. Engage in continuous self-evaluation against national quality frameworks to ensure sustained improvement and consistency in planning practice.
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help to ensure a coherent and equitable experience for all children. By further embedding our planning cycle in line with national guidance, we aim to ensure that all practitioners are confident in identifying, planning for, and evaluating children's learning, leading to improved outcomes and more effective early years practice.	evidence of learning and progression. By June 2027, leadership monitoring and quality assurance will demonstrate a high level of consistency and quality in planning across the setting. By June 2027, staff questionnaires and self-evaluation will show increased confidence and a clear understanding of the planning cycle in line with national guidance. By June 2027, children will benefit from a consistently responsive curriculum that supports improved outcomes in learning and development. Overall Impact Improved consistency in planning will lead to a more equitable and high-quality learning experience for all children, ensuring their interests and needs are effectively met and their progress is clearly supported and evidenced.	the planning cycle is embedded consistently across the setting.	
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Improvement Priority 3 – Supporting children to develop self regulation skills

Shared Framework Qis -Children's progress -Curriculum -Learning, teaching and assessment. -Play and learning	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 4. Establishment Leadership 5. Teacher Professionalism 6. Parental Engagement 4. Assessment of Children's Progress 5. Establishment Improvement 6. Performance Information	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
At Kilbarchan Community Nursery, we are seeing a significant increase in the number of children requiring additional support, including those with diagnosed Autism Spectrum Disorder (ASD) and those currently engaged in multi-agency support processes. This shift in our cohort highlights the need to strengthen our inclusive practice and ensure that our environment, planning, and staff responses are tailored to meet the diverse needs of our learners. Quantitative data from our Pre-Early Level Progression Toolkit shows that children with ASN are currently achieving only 50% of Health and Wellbeing milestones, particularly in areas such as emotional expression, empathy, and self-regulation. This is supported by qualitative staff observations, which indicate that children often become overwhelmed during social interactions—especially around sharing—and struggle to regulate their emotions independently.	The nursery environment, planning and staff responses will reflect the individual needs and strengths of children with additional support needs (ASN), including autistic children and those receiving multi-agency support. Improved emotional regulation: Children will be supported to recognise and express their emotions, access calm spaces and develop strategies to manage overwhelming situations. Developing empathy and social resilience: Children will have supported opportunities to understand others' feelings, share resources and build positive relationships. Consistent staff practice: Staff will use shared emotional vocabulary and model	Health and Wellbeing milestone achievement: Use the Pre-Early Level Progression Toolkit to track progress from the current baseline of 50% of milestones achieved by children with ASN. Review emotional expression, empathy and self-regulation each term, considering individual progress alongside cohort data. Emotional expression and regulation: Record observations of children recognising feelings, communicating their needs and using regulation strategies. Note the level of adult support required and changes over time. Use of calm spaces: Observe whether children access calm spaces	Create accessible calm spaces: Provide welcoming, low-stimulation areas with suitable sensory resources where children can seek comfort and support to regulate their emotions. Introduce consistent emotional vocabulary: Use simple language, visual prompts, stories and songs to help children recognise and communicate feelings in ways suited to their needs. Model and support emotional regulation: Staff will acknowledge children's feelings, model calm responses and offer individualised strategies, such as movement breaks or quiet time. Provide adult support before expecting independent regulation. Support positive social interactions: Facilitate small-group play and supported opportunities for turn-taking, sharing and understanding others' feelings, matched to each child's developmental readiness. Adapt routines and transitions: Use visual timetables, advance notice and familiar

We aim to embed targeted strategies that promote emotional regulation, empathy, and social resilience. These include the creation of calm spaces, the use of consistent emotional vocabulary, and the modelling of healthy emotional responses. These strategies will be reflected in individualised personal plans, aligned with the Care Inspectorate's Personal Plans Guide, ensuring that each child's needs, strengths, and developmental goals are clearly documented, regularly reviewed, and co-created with families. Our approach is underpinned by the SHANARRI wellbeing indicators, particularly Nurtured, Respected, Included, and Safe. We will use these indicators to guide planning, assessment, and reflection, ensuring that our practice remains child-centred and rights-based, in line with the UNCRC and the GIRFEC Policy 2023. Through ongoing self-evaluation, staff development, and collaboration with families and partner agencies, we aim to create an environment where all children—especially those with ASN—can thrive emotionally, socially, and developmentally.	supportive emotional responses throughout daily interactions. Individualised personal planning: Personal plans will document each child's needs, strengths and developmental goals, with regular reviews involving families and relevant partner agencies. Child-centred assessment and reflection: Planning and self-evaluation will be guided by the SHANARRI indicators, particularly Nurtured, Respected, Included and Safe. Expected impact Improved Health and Wellbeing progress: Children with ASN are expected to make progress from the current baseline of 50% of milestones achieved, particularly in emotional expression, empathy and self-regulation. Greater emotional security: Children will feel more supported when overwhelmed and increasingly use appropriate strategies to express their feelings and seek help. More positive social experiences: Children will experience greater success in	independently or with support, and whether these spaces help them feel settled and return to play. Social interaction and empathy: Gather observations of children sharing, taking turns, responding to others' feelings and managing social challenges. Look for progress appropriate to each child's developmental stage. Participation and inclusion: Monitor children's engagement in play, routines and group experiences. Record barriers, adaptations made and whether these improve participation. Progress towards personal plan goals: Set clear, individual goals with families and review them at agreed intervals. Record achievements, effective strategies and any changes needed, incorporating partner agency feedback where relevant. Consistency of staff practice: Use practice observations and reflective discussions to assess staff	routines to increase predictability and reduce overwhelm. Adapt the environment and experiences: Review noise levels, layout, resources and group sizes to reduce barriers and support children's comfort, engagement and participation. Develop individualised personal plans: Agree specific goals and strategies with families, drawing on each child's strengths, interests, communication preferences and support needs. Review and adapt these regularly. Strengthen staff knowledge and consistency: Provide professional learning on inclusive practice, autism, communication and emotional regulation, supported by team reflection and sharing effective approaches. Work collaboratively with families and partner agencies: Exchange observations and agree coordinated approaches, incorporating relevant specialist advice into everyday practice. Review the effectiveness of interventions: Use toolkit data, observations, children's responses and family feedback to identify what is helping and adjust support accordingly.
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	sharing, playing alongside others and participating in nursery activities, with support appropriate to their developmental stage. Increased participation and inclusion: Adaptations to the environment and staff responses will reduce barriers and help children engage more fully in nursery life. Greater staff confidence: Ongoing professional development and reflection will help staff respond consistently and sensitively to children's individual needs. Stronger family and agency partnerships: Shared planning and regular communication will support a coordinated approach to each child's development. Clearer evidence of progress: Toolkit data, staff observations and personal plan reviews will help identify which strategies are effective and where further adaptations are needed.	use of shared emotional vocabulary, supportive responses and agreed strategies. Staff confidence and development: Gather staff feedback before and after professional learning to identify changes in confidence, understanding and application of inclusive approaches. Family feedback: Seek families' views during personal plan reviews on their child's wellbeing, progress and the effectiveness of support. Record how their feedback informs nursery practice. SHANARRI-informed evaluation: Review evidence against Nurtured, Respected, Included and Safe, using children's communication, staff observations and family feedback to assess whether children feel secure, valued and supported.	
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