



Renfrewshire Council Children's Services

Ferguslie Early Learning and Childcare Centre

Improvement Plan

2019-2020

Planning framework

As part of Children's Services Ferguslie early Learning and Childcare Centre 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. **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.**

Local Priorities

- **Reshaping our place, our economy and our future;**
- **Building strong, safe and resilient communities;**
- **Tackling inequality, ensuring opportunities for all;**
- **Creating a sustainable Renfrewshire for all.**

Renfrewshire's Education Priorities

Our priorities will also align with Renfrewshire Council's education strategic priorities listed below.

- **Develop high quality learning & teaching that leads to improved levels of attainment and achievement in all of our establishments;**
- **Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people;**
- **Support self-evaluation and performance improvement throughout our establishments;**
- **Develop high quality leadership for staff at all levels;**
- **Support high numbers of our young people to enter positive destinations and sustained post-school destinations.**

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

Our Vision, Values and Aims

Our Philosophy

In Ferguslie Early Learning and Childcare Centre we aim to:

Create calm, peaceful atmosphere where children feel nurtured, respected and loved so that they blossom and grow building a strong sense of confidence and self-esteem.

Allow children to wallow in deep meaningful play experiences that will allow them to develop and learn at their own pace in a way that suits their learning style.

Provide a learning space where children can be curious, creative and inspired by the caring, interested adults around them.

Value and respect each child and their family as unique and individual. Recognise and understand others cultures and beliefs, and through consultation with children and families ensure that we listen and make changes that improves our practise.

Encourage children to take forward their ideas and thoughts that ignite new interests and learning and share these with home.

Ensure that effort and achievement is recognised and celebrated and that children have ownership of their journey.

Understand the importance of family and community through making connections with home to give support to families when they need it.

Develop children's awareness of nature through opportunities to explore outdoors and in the forest, where they will learn about caring for the natural world and living things.

Who did we consult?

To identify our priorities for improvement, we sought the views of children, parents/carers, staff and the wider community. We used a variety of methods of gathering the views of those who are involved in the life and work of Ferguslie Early Learning and Childcare Centre such as the use of photographs, professional dialogue and open days/evenings. We invited parents/carers to our 'Play to Learn Learn to Play' sessions and conducted home visits. Parents/carers voted and gave their views and opinions on our improvements using questionnaires, and our 'You said, we did' wall with the findings displayed for all to view. We also consulted with Health professionals, partners from Family First and our Educational Psychologist to assist us in both CLPL and in the delivery of our 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:

- A test of change model using P.D.S.A. approach to monitor and audit impact
- Using creative consultation strategies such as digital media to allow flexibility as to how and where we consult.
- Developing a robust system of monitoring and auditing practice and written work
- Consulting with staff, parents/carers and children through questionnaires, dialogue and cooperative learning strategies. Responses from consultations will influence future developments.
- Our 'Big Book for improvement will detail the progress we have made and highlight self-evaluation that has taken place.
- Our improvement plan for 2019 to 2020 will form a basis for our self-evaluation and monitoring calendar this year.

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

Action Plan

Priority 1: We will continue to develop the literacy skills of our children supporting and encouraging them to reach their full potential.					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc.)	How will we measure this?
5	3.2	<p>Build and further develop staff knowledge on how children develop early language.</p> <p>Introduce new approaches that support literacy development:</p> <ul style="list-style-type: none"> • Staff training on Dialogic Reading • Help children explore language at a deeper level using a dialogic reading approach. <p>Develop a language rich learning environment that:</p> <ul style="list-style-type: none"> • Supports both verbal and non-verbal communication • Provides experiences that are developmentally appropriate and allow for progression • Stimulates challenge • Supports creativity 	<p>Speech & Language Therapist</p> <p>SMT Staff Teams</p> <p>SMT Staff teams</p>	<p>All practitioners will be more equipped with skills and knowledge and will provide high quality approaches focusing on early language development.</p> <p>Data will be gathered that will inform individual next steps for learning to be implemented.</p> <p>High quality observations and staff interactions will be used to monitor and track individual learning.</p> <p>Most children will</p> <ul style="list-style-type: none"> • Show more of an appreciation of books • Become more interactive through story telling • Demonstrate development conversational skills • Develop improvement in expressive language 	<p>Pre/post staff questionnaires</p> <p>P.D.S.A. – Test of Change results</p> <p>Individual targets/trackers Literacy overview Learning Journey books</p> <p>Ferre Laevers Wellbeing and engagement Scale</p> <p>Parental feedback/evaluations – questionnaires</p> <p>Uptake/attendance at parental engagement/involvement sessions</p>
	2.3	<p>Encourage parents to be part of their child's learning by introducing/adapting:</p> <ul style="list-style-type: none"> • Parent literacy workshops • Literacy home link bags • Bookbug sessions 	<p>Lindsay + 1 SMT</p>		

Priority 4: Encourage parental involvement and engagement, supporting parents/carers to be involved in their child's learning					
NIF key driver	HGIOS 4 / HGIOE LC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc.)	How will we measure this?
3	2.5	Encourage a partnership approach with parents/carers encouraging them to become more active in the everyday life of the centre and in their child's learning with continued focus on literacy, numeracy & health & wellbeing.	TBC	Effective partnership working and greater parental engagement resulting in:	Attendance records
	2.7	<p>Continue and develop further parental workshops/information leaflets will allow us to:</p> <ul style="list-style-type: none"> • Share research information and explain the positive roll that parental engagement has on children's learning and development in future years. • Increase the awareness for parents on the importance of play and the connection this has to children's attainment. • Adapt current initiatives to be more family friendly <p>Build on and continue with the intergenerational work that has been developed throughout both the centre and the local community with families and local partners.</p>	<p>SMT Practitioners TBC</p> <p>Kimberley</p>	<ul style="list-style-type: none"> • Almost all families will feel welcome in the centre and more confident to play an active role in the life of the centre and in their child's learning journey. • The majority of our families will develop an awareness/understanding of the centres pedagogical approach and will have increased skills to support their child in early literacy & numeracy. • The majority of families will engage confidently in learning within and out with the nursery which supports greater achievements for families and children. <p>Family participation in intergeneration work, will develop social and emotional wellbeing giving individuals the opportunity to deepen their sense of value and place with in their local community.</p>	<p>Photographs</p> <p>Children's Learning Journals</p> <p>Self-evaluation HGIOELCC</p> <p>Parent/carers/family feedback:</p> <ul style="list-style-type: none"> • Verbal • Questionnaires • Evaluations
Priority 5: Develop a strong commitment within our setting to encourage practitioners to undertake lead roles to motivate, support and inspire others					

NIF key driver	HGIOS 4 / HGIOE LC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc.)	How will we measure this?
1	1.4	<p>Identify staff skills, training and development needs. This information will be used to team staff up appropriately.</p> <p>Continue to implement mentoring and mentee support for practitioners to work collaboratively.</p>	Aileen Whole staff team	<p>The skills and knowledge staff gain from sharing learning will have a direct impact on their practice and will support our pedagogical approach to children's learning.</p> <p>It will support how we go about increasing children's ability to learn within a nurturing environment that focuses on wellbeing, involvement and attachment.</p> <p>Children can be secure that staff will be aware of all environmental factors that affect them on a daily basis, assessing them in a holistic way and that they will be responsive to this.</p> <p>Through mentoring staff can feel confident in peer support and guidance.</p>	<p>P.D.S.A – Test of Change</p> <p>Person centred plans</p> <p>Staff Questionnaires</p> <p>Staff will engage in training that will be measured within their PRD meeting and against SSSC Continuous Learning Framework.</p> <p>Practitioners will take the lead in implementing new practice they have learned. They will share their skills and knowledge with colleagues to ensure a delivery of a shared understanding.</p>

Priority 6: We will develop high quality learning & teaching that leads to improved levels of attainment & achievement.

NIF key driver	HGios4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc.)	How will we measure this?
1 3	2.3 2.5	<p>Continue to expand the phasing of 1140 hours. We will deliver high quality learning and childcare that will be underpinned by our pedagogical approach.</p> <p>Greater flexibility will be offered through varying delivery model's supporting families for opportunities to undertake work, training and further education.</p> <p>Staff will continue to have access to training and personal development opportunities to ensure a highly skilled workforce that can deliver rich opportunities for children to experience high quality play and care.</p> <p>Quality will be maintained throughout various transitions and extended hours of the day.</p>	SMT All Staff	<p>We will have an increased number of children and families utilising the 1140 hours.</p> <p>Parents will have more access to affordable childcare increasing the uptake of employability and further education.</p> <p>Staff will enhance their own professional learning journey that will allow children to engage in real life quality experiences giving them opportunity to develop and embed skills for learning, life & work.</p> <p>This will help to identify environmental barriers to learning and with focus on early language, number & wellbeing helping to close the attainment gap and break cycles of poverty.</p>	<p>Research: Blue print for 2020: The expansion of Early Learning & Childcare in Scotland</p> <p>HGIOELCC – QI Visits Consultation with parents, staff & council</p> <p>Staff focus groups where time out of the core hours will be monitored to ensure we are maintaining quality.</p> <p>Staff training focused in-service</p>