



Renfrewshire Council Children's Services

Spateston Early Learning and Childcare Centre

Improvement Plan

2021-2022

Planning framework

As part of Children's Services, Spateston 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.**

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

Our Philosophy

Within Spateston Early Learning and Childcare Centre we:

- Respect the individuality of all and nurture the skills and qualities they have. We support the thoughts and opinions shared and value how these can influence our approach. We believe that all should feel included and will ensure that with warmth and understanding we strive to achieve this.
- Ensure that the environment indoors and out is a resource that our children are excited to explore. It creates an invitation for them to expand their curiosity and enquiry skills. Our children thrive as we develop within them a deep understanding and appreciation of the natural world as they investigate the wonder this creates. Through play they connect to familiar aspects of life at home and together we build on this to unify their learning making it both emotionally safe and intellectually challenging.
- Create learning and development opportunities for our children to experience that are limitless. Together we provide them with the skills to develop their knowledge through the excitement of researching their interests to find out more. Practitioners inspire and encourage children's wonder of learning and are proud to observe as they celebrate their achievements together. Play opportunities are rich, stimulating, exciting and fun. Children have the freedom to follow their interest with supportive adults who inspire further learning.
- Make strong connections across our environment that links children's learning and development to home, family, culture, and the local community. We ensure that we provide a unified approach to the opportunities and experiences we offer. Working together in harmony we ensure that together as one we strive for a uniqueness in our approach to achieve the best outcomes for all.
- Encourage children to share their thoughts and feelings using their creative mind to express their imaginative and creativity skills. Having the freedom to explore, reflect and exhibit these through their learning gives them the opportunity to make connections and form an understanding of the world around them.
- Make certain our children feel secure within the Spateston Early Learning and Childcare Centre community. Together we create for them a sense of belonging through the connections we have as a team which includes, all families, practitioners, and the wider community. Our inclusive environment provides a harmonious learning community where children's social and emotional wellbeing is supported through the friendships they make.
- Have early years professionals who are dedicated to the importance of their role in supporting children's learning and development. We ensure that the knowledge and understanding they have about how children learn is visible within the environment and the flexible approach they have to individual children's needs. Relationships with children are warm and loving creating happiness and security as they engage in meaningful interactions. Their ongoing professionalism is sustained through the qualifications they gain, and the impact further research has on their understanding of young children's learning and development.

Who did we consult?

To identify our priorities for improvement, we sought the views of practitioners, children, and their families. We used a variety of methods of getting the views of those who are involved in the life and work of Spateston Early Learning and Childcare Centre. Our communication channels were creative due to the changing restrictions we have been operating under this academic year. Providing resources for children to share their ideas, thoughts and feelings through mark making gave us valuable information to plan our next steps. Families sharing their views on our services philosophy and values moving forward and practitioners engaging in evaluative research to reflect on their practice and help make decisions on improvements for the future. The use of online resources has increased and using this as part of our consultation methods has allowed us to see the value of it beyond Covid-19 restrictions.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities. Linking in with documents from other agencies, such as the Care Inspectorate, has helped us reflect and evaluate our practice to inform changes and improvements to practice.

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 robust monitoring and evaluation calendar, this involves monitoring practitioners' practice, assessing the quality of practitioners written work as they document children's learning and analysing the progress children are making through the learner pathways, ensuring its accuracy within our planning process. Collegiate sessions using HGIOELC to evaluate and challenge thinking. Informal and formal systems for monitoring the quality of provision are in place. The senior leadership team capture examples of good practice and share these with both the individual practitioner and the wider team. The knowledge of practitioners is key to the quality of service being delivered within Spateston Early Learning and Childcare Centre, ongoing opportunities to develop that knowledge are taken by the SLT to continue to support and challenge practitioners in their thinking to support the quality of the Spateston 'brand'.

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: Develop planning approaches that reflect our pedagogical approach to children's learning and progression

HGIOS/HGIOELC QIs 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Securing Children's Progress	NIF Priorities <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <table border="0"> <tr> <td data-bbox="1384 225 1697 252">1. School Leadership</td> <td data-bbox="1720 225 2157 252">4. Assessment of Children's Progress</td> </tr> <tr> <td data-bbox="1384 280 1697 308">2. Teacher Professionalism</td> <td data-bbox="1720 280 1966 308">5. School Improvement</td> </tr> <tr> <td data-bbox="1384 336 1697 363">3. Parental Engagement</td> <td data-bbox="1720 336 2033 363">6. Performance Information</td> </tr> </table>		1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Intervention						
<p>Develop a seasonal backdrop plan that links to Froebelian principles and our recently created philosophy that will guide the learning and teaching process.</p> <p>The service has been operating in four bubbles since moving to our new building. Revisit the setup of the learning environment zones to ensure they reflect our pedagogical approach to children's learning.</p> <p>The planning cycle has been adopted from the existing service. This will now be reviewed to ensure that it meets the needs of the larger setting and links with our reviewed philosophy and approach to children's learning.</p>	<p>By October 2021 the draft seasonal backdrop plan will have been developed to allow practitioners the opportunity to use it. This will provide freedom with guidance to help inform when aspects of learning should be introduced to children and support their ongoing progression in learning.</p> <p>The learning environment will be reflective of our approach to children's learning that links to Froebelian principles. Provocations that connect children to quality learning experiences within each zone will be provided and developed in response to observations captured of children's interests. This will be established by August 2021.</p> <p>Each individual aspect of the planning and wellbeing cycle will be reviewed to ensure that it is effective within the curriculum planning process. Any changes will be shared with practitioners and this is what they will adopt from August 2021. A suite of guidance documents for practitioners will support them.</p>	<p>Discussion at our planning meetings will be recorded and the backdrop plan will help inform the process. Documentation of children's progress within their tracker and the content written in their learning stories will evidence the impact the backdrop plan is having on their opportunities and experiences within the learning environment.</p> <p>Children will be engaged within a learning environment that captures their curiosity and encourages them to engage in play that has depth, relevance, and challenge. Practitioners will understand the pedagogical approach and their practice will reflect our philosophy.</p> <p>The monitoring and evaluation of planning will be robust to ensure that all children receive the support needed in their learning to make the appropriate progress. Dialogue at meetings and the documentation of children's learning will provide the evidence of this to support our evaluations and the identification of ongoing improvements needed.</p>	<p>Head of Centre and Senior ELCO will join with SLT from two other centres to develop the plan. This will be presented to practitioners and implemented as a draft giving opportunity to monitor and evaluate the impact as a working document. After consultation during this academic year the plan will be finalised.</p> <p>Through monitoring and evaluation of practice there will be ongoing professional dialogue to encourage the development of children's learning spaces. The support this will offer will continue to motivate practitioners to provide quality opportunities and experiences for our children.</p> <p>The senior leadership team will evaluate each aspect of the planning cycle to analyse its effectiveness. Changes required will be highlighted and incorporated into a revised document that will be issued prior to the beginning of the 2021 to 2022 academic year.</p>						

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<p>The use of Google Drive has been utilised during the recent restrictions to support the sharing of children's learning across learning zones (bubbles).</p>	<p>All practitioners will use this platform when creating children's learning stories. This will allow their documentation to be shared across family groups and support the monitoring of writing to ensure consistency. The tacking of children's learning will be supported through this online forum.</p>	<p>Practitioners will use this platform to write and save any documentation written for children. This will provide a central point to collate information on children's learning and ensure no children are missed. The drive will be monitored by SLT.</p>	<p>The content of the drive will be monitored and evaluated and help inform support required to ensure that all children have their learning captured across the environment.</p>
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Improvement Priority 2: Enhance practitioner professionalism through mentoring support from the senior leadership team			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
1.2 Leadership of Learning 1.3 Leadership of Change	<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 		1. School 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	Intervention
<p>Following the review of our philosophy practitioner professionalism was highlighted as a principle held in high regard that impacted on practice.</p> <p>Due to the changes within the setting and the move to our new building we have had an increase in the number of practitioners joining the team. Mentoring all practitioners individually is essential to ensure that all are supported appropriately.</p>	<p>Opportunities will be created to increase the number of practitioners being Froebel trained. The 'Froebel in Childhood Practice' course will be accessed to provide the quality training needed to enhance the knowledge of practitioners and support the practice within the setting. This will be ongoing throughout this academic year.</p> <p>Mentoring from the SLT will be an ongoing support for practitioners. The link that the senior ELCO's have to the zones will build a relationship that identifies change and allows the approach to be adapted for individual practitioners need. There will be improvements in all aspects of practice to ensure quality is evident.</p>	<p>As practitioners participate on the course the impact on the learning environment will be visible. Individual practitioners will undertake a project that will impact on practice and the children will benefit as they access changes to the learning environment within their play.</p> <p>Discussion as an SLT weekly will help inform that targeted support required and be part of the monitoring process. Individual support sessions for practitioners will be put in place as will development training sessions that would benefit groups of staff. We will begin to see the confidence of practitioners improve as they embrace the support given.</p>	<p>Froebel in Childhood Practice training will be offered to practitioners through Edinburgh University.</p> <p>A range of mentoring approaches will be put in place to support practitioners timeously. These will be tailored to the needs of individuals and connect to their preferred style of learning so as to achieve a positive outcome.</p>

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Improvement Priority 3: Fully engage parents in their children’s learning through enhanced family learning opportunities			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
2.5 Family Learning 3.2 Securing Children’s Progress	<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 		1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>During Covid-19 restrictions our practice was adapted and included periods of time where children continued their learning at home. We carried out a study on children’s progress and realised the positive impact on attainment our connected approach had.</p> <p>Digital learning has been pivotal during Covid-19 restrictions. We know that families have benefited from the digital sharing of learning.</p>	<p>The learning happening within the centre will be shared with families to create a connection and engagement with home. Resources and support will be provided to ensure that all barriers are removed. Children will engage with families at home to extend and consolidate the skills across both learning environments.</p> <p>A new website will be developed and create a platform to share learning from within the centre that can be extended at home. Families will use this as an extension of the learning going on within the centre. The website will be in place at the beginning of the new term (August 2021).</p> <p>A twitter account will be created to share the quality learning and teaching happening.</p>	<p>Children’s learning will be documented capturing observations from home and the centre to create learning stories shared in their profile book. Children’s progress will be tracked within the learner pathways to record their progress.</p> <p>Family learning packs that link to Froebel’s Occupations will be created to be used at home</p> <p>The level of engagement of families through the website will be monitored. Using the document ‘An Empowered System’: Empowering Parents/Carers will be reflected on to establish our progress and achievements in doing this.</p>	<p>Family engagement to extend children’s learning projects and interests will be facilitated to be continued at home. The resources will be supported to ensure that all barriers to learning are removed and children’s progress captured.</p> <p>Our new website will showcase our brand and share the quality opportunities that our children access within Spateston. We will use this to connect with families and increase their opportunity to link into experiences at home and within the local community.</p>

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Improvement Priority 4: Embed Renfrewshire’s Nurture Relationships Approach (RNRA) throughout the centre

HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
1.1 Self-evaluation for Self-improvement 3.1 Ensuring wellbeing, equality and inclusion	<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 	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	4. Assessment of Children’s Progress 5. School Improvement 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Practitioners to become more knowledgeable on RNRA approach as a whole establishment.</p> <p>Due to moving to a new build during Covid-19 restrictions we will work on principle 3 the environment offers a safe base as we develop our holistic philosophy within practice.</p> <p>Developing our response to key question 5 from the Care Inspectorate ‘Operating an ELCC Setting During Covid-19’ we highlighted the need to incorporate ‘Applying Nurture as a Whole School Approach’ as part of our self-evaluation calendar.</p>	<p>Implementation of RNRA within the centre. There will be a whole centre approach with attachment informed practice put into action. Children’s health and wellbeing will be improved, and better outcomes achieved for children and families.</p> <p>Practitioners will have a deeper understanding of the importance of the environment and embed the inclusive ethos in practice, this will fully support children and families.</p> <p>We will incorporate the document into our self-evaluation calendar and use the matching QI’s alongside HGIOELC. We will reflect using the challenge questions to inform and improve our practice across the service. This will be established for August 2021 and be used over the academic year.</p>	<p>Audit Framework – RNRA Readiness Assessment Staff training Collaborative Feedback from Educational Psychologist.</p> <p>Audit Framework RNRA toolkit Collaboration and Feedback from staff, children, and families.</p> <p>Our big book of improvement and the consultation we have with all stakeholders will help identify our strengths and areas for improvement. This document will become part of our improvement cycle and be embedded in the process.</p>	<p>Depute Head of Centre leading in the working group for RNRA. A core group within the centre will be established with a senior ELCO and 4 practitioners creating the group alongside the depute.</p> <p>Collate information from RNRA training to ensure a whole team approach.</p> <p>The self-evaluation calendar for 2021 to 2022 will incorporate ‘Applying Nurture as a Whole School Approach’. This will be used to reflect on practice and highlight our strengths and areas for improvement. Identifying these will inform future improvements and these will be documented within the ‘Big Book of Improvement’.</p>

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