



Spateston Early Learning and Childcare Centre

Improvement Plan

2023/24

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. 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 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

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>
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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 continued to be creative and varied to reach more families in ways that would accommodate the needs of all. We organised a range of 'Pop In' sessions for families in evenings and during holiday periods giving cognises to work commitments. These sessions brought children and families together and gave us the opportunity to consult in the moment. Providing resources for children to share their ideas, thoughts and feelings through mark making gave us valuable information to plan our next steps. Families shared their views on aspects of our service connected to our self-evaluation calendar. Practitioners have engaged in evaluative research to reflect on their practice and help make decisions on our improvement agenda for the future.

We have also consulted with our partners across and out with 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. Welcoming other professionals into our setting and participating in professional dialogue with them has given us the opportunity to reflect on what we do as a service and embrace new opportunities to develop our practice. Some of these connections have included Froebel Trust, Strathclyde University, and colleagues from other local authorities.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How will we 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 – Capture the depth of children’s interests and progress in learning through unity and connectedness across the wider learning environment

<p>HGIOS/HGIOELC QIs 1.2; 2.2; 2.3; 2.5; 3.2</p>	<p>NIF Priorities</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>NIF Drivers</p> <table border="0"> <tr> <td>1. Establishment Leadership Progress</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. Establishment Leadership Progress	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	Interventions
<p>The practitioner inquiry project ‘The Interconnectedness of Play’ was effective in supporting a small group of children as we developed their interests from nursery to home and back again. The approach highlighted the impact of creating a virtual platform to engage families. Using this approach to research the next stage of interconnectedness was determined as an effective way of measuring quality and impact.</p> <p>Communication with families about their children’s interests in learning has been highlighted through our self-evaluation as an area that could be further enhanced. We will add this strategy into our existing plan for practitioners to ensure that it is a manageable and effective method for both families and practitioners to benefit from.</p> <p>‘Pop in and Play’ sessions have been part of our communication with families in</p>	<p>A focus on continuation of learning as part of the interconnectedness between families and nursery will determine the effectiveness of learning links on the website. We will see that using the virtual platform is enhancing the depth of learning within children’s interests and the longevity of it. The action research study will evidence the impact and allow us to share this with families and practitioners.</p> <p>Families will have more regular information about their child’s learning. This will enhance the communication and knowledge they have. It will encourage them to see the benefit their engagement has on children’s learning opportunities. It will connect to ‘learning links’ on our website and support their involvement using our online resource.</p> <p>Families and practitioners working together to enhance the</p>	<p>A qualitative study will focus on the difference families have on individual children’s learning as children’s interests deepen. The continuation of children’s learning will be captured between home and nursery using the virtual platform of learning links. The report will document the findings and evidence the impact our approach is having on children’s learning.</p> <p>The communication that is created between the practitioner and the individual families will enhance the depth of knowledge both have on children’s achievements. The depth of learning opportunities children experience and the information recorded within their learning journey book will increase.</p> <p>Families will spend time within the centre engaging with their child</p>	<p>An action research study will be completed based on last year’s improvements to measure the impact unity and connectedness has on the continuation of children’s learning and their overall achievements.</p> <p>Practitioners will have allocated time to connect with their families when documenting children’s learning. They will share updates on children’s learning stories and interests observed during play. This will be done through email.</p> <p>Create ‘Pop in and Play’ sessions into a more regular feature of the setting. We will create</p>

<p>the last academic year. These have been very well received and attended. Building on this popular opportunity for families to spend time in the setting has been highlighted and will be advantageous in driving this priority forward.</p> <p>The 'Early Level Progression Tool' is now embedded into practice and the data is highlighting aspects of practice that would support improved outcomes for children. Developing practitioners knowledge and understanding of the statements is ongoing. Numeracy was a focus last year and now literacy knowledge will be enhanced. The data has shown the attainment gap between the highest and lowest SIMD remains apparent. We will continue to build the opportunities available to capture children's progress and ensure they all have the best possible chances to enhance their achievements in learning.</p>	<p>opportunities available for children's learning to deepen will be captured. Children have interests that are reflected in their play which families should have the opportunity to be more aware of. The skills of children in developing these interests could be increased further when families are made aware of the thinking happening within the setting.</p> <p>Practitioners will have a clearer understanding of the literacy milestone statements within the early level progression tool. They will be more confident to commit to the level of children's achievements within a statement based on their professional judgement. Working together and having professional dialogue will support a more unified understanding of the levels. Practitioners will have a greater awareness of impact their practice to develop wider connections has on children's progress and achievements.</p>	<p>and practitioners through play. Practitioners will have the opportunity to engage in dialogue about the learning with the family and this will encourage depth to the children's interest. We will see an increase in communication about the children's interests being developed beyond the setting. This will be captured within the children's learning journey book.</p> <p>Discussion with the Early Year's graduate using the 'Early Level Progression Tool' will show an increased confidence as practitioners assess children's progress. Following increased engagement and depth to children's learning we will see the attainment gap close between the highest and lowest SIMD. This academic year the gap is: Literacy 7% and Numeracy 14%. We want to show that this is reduced due to the increased input we have across this priority.</p>	<p>the opportunity for families to come in and focus on aspects of children's learning with their child. This will include children's interests across the learning environment. A suite of information leaflets will be produced to support the learning available within each zone of the setting.</p> <p>Collegiate training to focus on the outcomes within literacy will be put in place to build practitioners understanding of the early level progression tool key milestone statements. The increased opportunity to capture children's depth of learning across the wider learning environment will be tracked accordingly.</p>
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Improvement Priority 2 – Growing connections as we build children’s deeper understanding of the natural world

<p>HGIOS/HGIOELC QIs 1.3; 2.2; 2.7; 3.3</p>	<p>NIF Priorities</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>NIF Drivers</p> <table border="0"> <tr> <td>1. Establishment 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. Establishment 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	Interventions
<p>As part of last year’s improvement plan, we received a grant from the Froebel Trust. The aim of our research was to look in more depth at the role our community can play in being another link in the interconnectedness chain. This is a continuation of the project ‘Growing Connections: Putting Our Garden at the heart of the Community’ as it progresses into year two.</p> <p>Our philosophy is based on the Froebelian principle of unity and connectedness. Connections with our families has been identified as being strong. Putting our setting at the heart of the community and have them play an</p>	<p>This project will enhance the learning connections children make and build a stronger understanding of the natural world around them and their role within it. Engaging with the wider community and using green spaces nearby will become a normal part of their learning environment. We believe that children learn best when they have the freedom and opportunity to follow their natural curiosity so giving them the opportunity to make connections and a sense of the world around them will support their cognitive development and progress in learning.</p> <p>Children will have developed an understanding of the cycle of nature and the importance of sustainability for the future. The passion children have for the garden and the produce they grow</p>	<p>We will include a variety of methodologies in gathering this evidence. This will include face to face discussions with families and members of the local community. The impact of children’s progress in their learning looking at their individual tracking, learning stories and learning journey books. Children’s voice and their thoughts and ideas will be captured through the use of a variety of documentation including a floor book. Capturing the success of our children’s achievements through skills for learning, life and work will be visible as they become the business minds of the future supporting sustainability across their community.</p> <p>A poly tunnel and planters will be built to extend the opportunities available for our setting to be self-sufficient as we grow our own fruit and vegetables to eat and cook with. Children will be</p>	<p>Continue to develop our project ‘Growing Connections: Putting Our Garden at the Heart of the Community’. We received a Froebel practice grant from the Froebel Trust to develop the research aspect of our practice.</p> <p>The development of a community allotment space at the rear of our setting. We will create a growing space where children can further enhance their understanding of the natural world and grow their own fruit, vegetables and herbs.</p>

<p>integral part in what we do is the next step in the interconnectedness chain. We were unsuccessful in a grant application last session to support this development so this initiative has taken longer to develop but remains part of our longer-term plan.</p> <p>Developing the skills of children as they learn about the world of work through their play has been an integral part of our practice. Learning about sustainability through our philosophy is apparent as the children's play develops outdoors. Children have the skills to be all they can be and we have observed this as part of our self-evaluation. We want to build on this, developing the children's confidence as autonomous learners.</p> <p>Sustainability and biodiversity have featured within children's learning. Embedding this moving forward is part of the culture being created within our Froebelian philosophy. We will go through the process of working towards the green flag together as a new service and benefit from the increased knowledge this process will bring.</p>	<p>will be evident as they connect to the wider community.</p> <p>The natural world will become an integral part of children's learning and realising the benefits that it can bring to sustainability will be built into children's thinking. The community asset that the children's business will become will link other small businesses in the community to us. It will further enhance the opportunities brought to develop children's play through wider community connections.</p> <p>Our eco journey will be awarded through achieving our green flag. The process will change practice and children will be leading any change within the setting and their local community. Their knowledge will be evident as they discuss their eco journey.</p>	<p>gardeners, tending to the allotment space and sharing their knowledge with others. Learning stories will document their understanding and these will be exhibited as a visual representation and guide to the natural world.</p> <p>We will develop the entrepreneurial skills of children as they sell their harvest to the wider community and use their profits to put back into making business decisions of what to grow next. Community awareness of our allotment will be evident as they purchase our harvest. Widening the children's learning through the development of skills for learning, life and work will be evident as the success of the market grows.</p> <p>We will have an active Eco Committee that supports learning for sustainability within our setting and the wider community. Our indoor-outdoor learning environment will be eco-friendly, with children, practitioners and families valuing our approach. Children will be advocates in the setting, at home and as citizens within their local community to protect their environment. Children's success and achievements will be evident within floor books, learning stories and learning journey books.</p>	<p>The space will, over time, become a community space to share, learn and develop skills together.</p> <p>Create a regular market stall in the grounds of the setting for our families and the community#. It will be a business owned and managed by the children to sell products they have grown, cooked and baked. The children will learn all the entrepreneurial skills required and take on the roles needed to have a successful business venture. These will include sales, marketing, accounting and production.</p> <p>Work through the Green Flag Award as part of the Eco Schools programme. Create our Eco Committee to support our commitment to learning for sustainability,</p>
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Improvement Priority 3 – Children’s rights and the principles of nurture in practice

HGIOS/HGIOELC QIs 2.4; 2.6; 3.1	NIF Priorities <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 	NIF Drivers <table border="0"> <tr> <td>1. Establishment 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. Establishment 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	Interventions
<p>We are currently registered with the Rights Respecting Schools and have begun our journey incorporating children’s rights into practice with the creation of our ‘Children’s Charter’. Our wellbeing document written last year ensured that we were considering this as we support children’s wellbeing across all aspects of their learning and development. Accreditation is the next step identified.</p> <p>Our RNRA core group continue to work with our educational psychologist to embed the nurture approach. The principle, ‘language is a vital means of communication’ has been selected as we continue to understand children’s individual needs and how we support them within the learning environment. This has been highlighted through our monitoring process. Discussion with the educational psychologist has encouraged us to proceed with the first step of accreditation.</p>	<p>We will use the ‘Children’s Charter’ and wellbeing document we have created to continue to support how we embed children’s rights more in our daily practice. Practitioners will have an increased awareness of learning opportunities that could be considered to make children and families more aware of children’s rights. We will work towards an accreditation to support improvement.</p> <p>Children’s health and wellbeing will be improved, and better outcomes achieved for children and families. The professionalism of practitioners will improve as they become more informed in understanding individual children and how they can support all children no matter the challenges put in their way. The confidence of practitioners will grow as they ensure that all children’s wellbeing and learning needs are met.</p>	<p>Practitioners will have increased discussion at meetings and incorporate their increased knowledge of children’s rights into practice. They will ensure that their practice matches the outcomes we have decided as a setting we want to achieve. The SLT will monitor this across meetings.</p> <p>As part of our wellbeing cycle there will be a greater understanding of children’s learning as their progress is recorded, supported and monitored using the wellbeing indicators. The appropriate support measures will be put in place to ensure that children who require it will have an enhanced approach to ensure they have full access to all learning opportunities. The positive language used by practitioners to share children’s progress and development no matter their</p>	<p>We will use our newly created ‘Children’s Charter’ to inform children’s rights being embedded across the setting. We have registered with Rights Respecting Schools and will begin the process of gaining accreditation for this award embedding children’s rights into practice.</p> <p>We will focus on nurture principle 4: language is a vital means of communication. The RNRA core group will drive the focus on this principle and create the training opportunities for all practitioners to build their knowledge on this area of development. Accreditation is the next stage our RNRA journey and the core group will take this forward.</p>

<p>We highlighted the need to incorporate 'Applying Nurture as a Whole School Approach' as part of our self-evaluation calendar last year. This has been carried forward from our previous improvement plan.</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 2023 and be used over the academic year.</p>	<p>stage will be evident within family group and one to one meeting and recorded within the minutes of each.</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>The self-evaluation calendar for 2023 to 2024 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.</p>
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