



Spateston Early Learning and Childcare Centre

# Improvement Plan

2024/25

## 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/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

<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 and through improvement plan groups. Practitioners have engaged in evaluative research to reflect on their practice and help make decisions on our improvement agenda for the future. They have had professional dialogue through collegiate training sessions and considered best practice from their own studies to share new ideas that align with our aspirations and values.

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 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 – Children’s Rights and Nurture Principles: Our Holistic Approach to Supporting Children’s Health and Wellbeing

<b>HGIOS/HGIOELC QIs</b> 1.2; 2.2; 2.3; 2.5; 3.2	<b>NIF Priorities</b> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education</li> <li>• <b>Improvement in attainment, particularly in literacy and numeracy</b></li> <li>• <b>Closing the attainment gap between the most and least disadvantaged children</b></li> <li>• Improvement in children's and young people’s health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<b>NIF Drivers</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. <b>Establishment Leadership</b></td> <td style="width: 50%;">4. <b>Assessment of Children’s Progress</b></td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. Establishment Improvement</td> </tr> <tr> <td><b>3. Parental Engagement</b></td> <td><b>6. Performance Information</b></td> </tr> </table>	1. <b>Establishment Leadership</b>	4. <b>Assessment of Children’s Progress</b>	2. Teacher Professionalism	5. Establishment Improvement	<b>3. Parental Engagement</b>	<b>6. Performance Information</b>
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
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 for another year as we continue to understand children’s individual needs and how we support them within the learning environment. Our success last year in gaining our Jade accreditation has been highlighted through our monitoring process. Discussion with the educational psychologist has encouraged us to continue with this principle as we pursue the next step of our accreditation journey.	Children’s health and wellbeing will be improved, and better outcomes achieved for children and families. The professionalism of practitioners will continue to improve as they become even 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 continue to grow as they ensure that all children’s wellbeing and learning needs are met.	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. This will be evident in children’s wellbeing plans. The appropriate support measures will be put in place to ensure that children who require it will have an enhanced approach ensuring they have full access to all learning opportunities. This will be seen in children’s personal plans. The positive language used by practitioners to share children’s progress and development no matter their stage will be evident within family group and one to one meetings and recorded within the minutes of each.	We will continue to 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. Ruby accreditation is the next stage our RNRA journey, and the core group will take this forward.
Consultation on our ‘Children’s Charter’ was completed last academic year. It is	We will use the ‘Children’s Charter’ and wellbeing document we have	The content and purpose of our ‘Children’s Charter’ will be evident	We will use our newly created ‘Children’s Charter’ to inform children’s rights being

<p>now at the implementation stage and ready to be rolled out across the setting to be used as a working document that supports our philosophy and practice. The core group's plan to do this will continue into this year's plan to fully embed the charter within Spateston Early Learning and Childcare Centre.</p> <p>The individual needs of our children are discussed in a regular basis using the wellbeing indicators. Children have robust plans in place when required to support their needs. Observation of children has identified that when we focus on and enhance their physical wellbeing there is a positive impact on their holistic development and learning. Recognition of this has identified this area of development.</p> <p>Through consultation and discussion with our families we have found their knowledge in aspects of our developments that will support our progress in developments and practice. Their suggestions, knowledge and willingness to participate shown through consultation has created new ideas that will ensure our practice keeps moving forward.</p>	<p>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 will make children and families more aware of children's rights.</p> <p>Children will have access to a larger space in the garden where they can exert their physical energy. This will give them the opportunity to put the physical aspect of health and wellbeing into their play in a more challenging way which will impact positively on their progress in learning.</p> <p>The knowledge and enthusiasm of families to participate in centre improvements will help embed our developments within this priority to make a greater impact. They will attend meetings and volunteer in aspects that we are working on to ensure we achieve our plan, and our improvement priorities have a positive impact.</p>	<p>in the positive language and practice observed in practitioner's practice. We will see the impact throughout the service as children play and interact positively with their peers, families and staff.</p> <p>Practitioners will observe children during their play in this space. The observations will be shared at planning and family group meetings. We will see the impact on children's progress through learning stories and in individual plans recorded to support their wellbeing.</p> <p>There will be minutes of meetings held and we will see families participating, supporting and help drive forward the tasks associated with this priority. We will share within the newsletter and on the website our improvement journey for all stakeholders to see.</p>	<p>embedded across the setting. This will be shared with all stakeholders.</p> <p>We will extend the outdoor learning opportunities in the garden to support children's physical wellbeing. We will extend the space children have to exert their energy and enhance the scope they have to explore; risk assess and challenge their minds and bodies in a physical way whilst also supporting their emotional wellbeing.</p> <p>We will create a family group to support the developments within this priority. This will give us a more holistic perspective from our stakeholders on the improvements we are making across this priority.</p>
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**Improvement Priority 2 – Children’s Connection with the Natural World Around them: The impact this resource has on children’s learning.**

<p><b>HGIOS/HGIOELC Qjs</b> 1.3; 2.2; 2.7; 3.3</p>	<p><b>NIF Priorities</b></p> <ul style="list-style-type: none"> <li>• <b>Placing the human rights and needs of every child and young person at the centre of education</b></li> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• <b>Improvement in children's and young people’s health and wellbeing</b></li> <li>• <b>Improvement in employability skills and sustained, positive school leaver destinations for all young people</b></li> </ul>	<p><b>NIF Drivers</b></p> <table border="0"> <tr> <td>1. <b>Establishment Leadership</b></td> <td>4. Assessment of Children’s Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. <b>Establishment Improvement</b></td> </tr> <tr> <td>3. <b>Parental Engagement</b></td> <td>6. Performance Information</td> </tr> </table>	1. <b>Establishment Leadership</b>	4. Assessment of Children’s Progress	2. Teacher Professionalism	5. <b>Establishment Improvement</b>	3. <b>Parental Engagement</b>	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<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 integral part in what we do continues to be the development we are working towards in this interconnectedness chain. We successfully received a grant last session to support this development and began the development of our allotment space. This is a major initiative so will be continued into this academic year as part of our longer-term plan.</p> <p>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,</p>	<p>Children will have regular access to our in-house allotment space. They will develop 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 will be evident as their knowledge in planting and how they use the produce will be observed. Opening the allotment to the wider community is a long-term objective that will be evident.</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 children will be able to discuss</p>	<p>Children will be 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. The poly tunnel and planters will have the fruit and vegetables the children have grown and tended to. Extending the opportunities available for our setting to be self-sufficient as we grow our own fruit and vegetables to eat and cook with will be recognised. We will share our developments with the families and wider community through our newsletter and our website.</p> <p>We will apply for the local flightpath fund to purchase the equipment needed for outdoor cookery. The successful grant application will give us the resources needed for the children</p>	<p>We will continue to create a growing space in our allotment where children can further enhance their understanding of the natural world and grow their own fruit, vegetables and herbs. The space will, over time, become a community space to share, learn and develop skills together.</p> <p>We will develop the children’s skills and understanding of the homegrown food they have produced. Outdoor cooking will be part of the learning opportunities we have available as they use the outdoor hob, grill and oven that we purchase for this purpose. This will ignite a</p>

<p>developing the children's confidence as autonomous learners. Expanding the children's passion for wholesome eating using the produce they have grown is something we have observed through their skills in the kitchen social zone. Enabling the children to do this outdoors will create a connection between sowing the seeds, growing the produce, harvesting their crop and cooking a healthy recipe all outdoors.</p>	<p>what they have grown and what they can cook with their produce. This will impact on their outlook on sustainability and encourage a more environmentally friendly lifestyle as they share their knowledge and successes with their families and the local community.</p>	<p>to cook wholesome dishes to eat. We will share the learning through their learning stories and with families, distributing the recipes and giving them the opportunity to come into the setting to cook with us or try them out at home. Learning links on our website will document the process and share home learning with the learning in the nursery.</p>	<p>passion for wholesome eating that they can share with their family.</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 eco schools green flag award together and benefit from the increased knowledge this process will bring.</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>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>We will work through the Green Flag Award as part of the Eco Schools programme and create our Eco Committee to support our long-term commitment to learning for sustainability,</p>
<p>Through consultation and discussion with our families we have found their knowledge in aspects of our developments that will support our progress in developments and practice. Their suggestions, knowledge and willingness to participate shown through consultation has created new ideas that will ensure our practice keeps moving forward.</p>	<p>The knowledge and enthusiasm of families to participate in centre improvements will help embed our developments within this priority to make a greater impact. They will attend meetings and volunteer in aspects that we are working on to ensure we achieve our plan, and our improvement priorities have a positive impact.</p>	<p>There will be minutes of meetings held and we will see families participating, supporting and help drive forward the tasks associated with this priority. We will share within the newsletter and on the website our improvement journey for all stakeholders to see.</p>	<p>We will create a family group to support the developments within this priority. This will give us a more holistic perspective from our stakeholders on the improvements we are making across this priority.</p>

<p>We received a grant from the Froebel Trust as part of our improvement plan developments that have taken place over the past two years. 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 that connects to our Froebelian philosophy. Evaluating the project and its progress over the past two years is the next step planned as part of the grant process.</p>	<p>The evaluation of the project will support others to see how we have managed to enhance the learning connections children make and how we have helped them to build a stronger understanding of the natural world around them, focusing on their role within it. It will show how engaging with the wider community and using green spaces nearby has become a normal part of the children's learning environment that will be sustainable for the future.</p>	<p>The evaluation will be documented using photographic evidence, learning stories and a detailed description of the process we went through to put our garden at the heart of our community. We will include a variety of evidence from families and members of the local community. We will show the impact of children's progress in their learning and capture the children's voice. The report we create will be shared widely and will feature on the Froebel Trust website as well as our own.</p>	<p>We will evaluate our project, 'Growing Connections: Putting Our Garden at the Heart of the Community' and share the findings to the Froebel Trust and the wider early years community. The professionalism of practitioners will be enhanced by having the evidence to support our belief that children learn best when they have the freedom and opportunity to follow their natural curiosity.</p>
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