



## Lairdsland Early Years Centre Improvement Plan 2023/2024

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Lairdsland Early Years Centre
Head Teacher / Depute Head of Centre	Fiona Donaghey/Julie Nelson
Link EY QIO	Leona Stewart

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2023/24	2024/25	2024/25
Priority 1	Leadership of Change		
Priority 2	Learning, Teaching and Assessment		
Priority 3	Family Engagement		

*A statement of the School / Establishment*

**Vision, Values , Aims and Curriculum Rationale**

**OUR VISION:**

Our children are supported and encouraged as they grow and develop in a nurturing and inclusive environment.

**OUR VALUES:**

Kindness   Inclusion   Respect

**OUR AIMS:**

- 1) Provide a happy, safe and nurturing environment which meets the needs of our children.
- 2) Provide a fun, play based curriculum which provides rich learning opportunities indoors and outdoors.
- 3) Develop social, emotional and personal skills to help create a caring and resilient climate.
- 4) Through developmentally appropriate experiences, foster creativity and develop thinkers who can apply skills and overcome challenges.
- 5) Work in strong partnership with parents, agencies and the wider community.

Framework for Centre Improvement Planning 2023/24

Section 2: Improvement Priority 1	
<b>Early Years Centre</b>	Lairdsland Early Years Centre
<b>Improvement Priority 1</b>	Leadership of Change
<b>Person(s) Responsible</b>	Fiona Donaghey (HT) Julie Nelson (DHoC)

NIF Priority	NIF Driver	HGIOELC QIs	EDC Service Plan 2021-24
Improvement in children and young people's health and wellbeing Placing the human rights and needs of every child and young person at the centre	school and ELC leadership school and ELC improvement Choose an item.	QI 1.3 Leadership of Change QI 1.4 Leadership and Management of practitioners QI 1.1 Self evaluation for self improvement	Improvement in children and young people's mental health and wellbeing Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> <li>Professional Development - Leadership Roles</li> <li>Parental Engagement - Families Connect, Stay and Play Sessions</li> <li>Parental visits</li> <li>Rotas and timetabling</li> <li>Planning mentors</li> <li>Children's Wellbeing Champion</li> </ul>	<ul style="list-style-type: none"> <li>Training opportunities</li> <li>Leadership framework for centre with clear roles</li> <li>Time to mentor and coach staff</li> <li>Coaching training</li> <li>Regular staff meetings</li> <li>Regular children's meetings/children's voice views are valued</li> </ul>

Professional Learning	Parental Engagement and Involvement
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## Framework for Centre Improvement Planning 2023/24

<ul style="list-style-type: none"> <li>• Including every learner</li> <li>• Leading PAtHs session</li> <li>• Nurture Training</li> <li>• Curriculum evening</li> <li>• Learning Journal Strategy</li> <li>• Parent VVA Working Group</li> </ul>	<ul style="list-style-type: none"> <li>• Parent evening</li> <li>• Curriculum evening</li> <li>• Parent questionnaires</li> <li>• Stay and play sessions</li> <li>• Families Connect</li> <li>• Parent Progress Meetings</li> <li>• Parent Transition Meetings</li> <li>• Learning Journals</li> </ul>
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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
<ul style="list-style-type: none"> <li>• Review and develop a clear shared vision, values and aims for our Early Years Centre</li> </ul>	<ul style="list-style-type: none"> <li>• Staff, parent and child consultation</li> </ul>	<ul style="list-style-type: none"> <li>• Microsoft form parent questionnaire</li> <li>• Staff views and opinions</li> <li>• Children's views and opinions</li> <li>• Parents Noticeboard</li> </ul>	September 2023  August 2023 November 2023	
<ul style="list-style-type: none"> <li>• Develop a clear curriculum rational and design to show clarity of our Early Years Centre's proposed curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Staff, parent and child consultation</li> </ul>	<ul style="list-style-type: none"> <li>• Staff consultation</li> <li>• Microsoft form parent questionnaire</li> <li>• Children's consultation</li> </ul>	August 2023  December 2024	

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<ul style="list-style-type: none"> <li>Establish staff team leadership and champion roles</li> </ul>	<ul style="list-style-type: none"> <li>PDR – Training Calendar Including every learning training</li> <li>Nurture Training</li> <li>Clear leadership roles for all Practitioners</li> <li>Create a EYW group to liaise with Depute Head of Centre</li> </ul>	<ul style="list-style-type: none"> <li>In-Service day – EYW Roles and Responsibilities</li> <li>Staff questionnaires before training and after training</li> <li>Microsoft forms to find out interest/ leadership responsibilities in wider staff</li> </ul>	<p>Sept/Oct 2023</p> <p>November 2023</p>	
<ul style="list-style-type: none"> <li>Develop an effective Quality Assurance calendar based on the needs of our Early Years Centre</li> </ul>	<ul style="list-style-type: none"> <li>Quality assurance calendar</li> <li>Roles and responsibilities</li> <li>Challenge Questions</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in processes</li> <li>Quality assurance activities</li> <li>Ongoing self-evaluation activities/challenge questions</li> </ul>	<p>Oct/Nov 2023</p>	
<ul style="list-style-type: none"> <li>Introduce the PAtHs programme to pre-school children to support positive thinking strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Nursery Teacher to share training with practitioners to develop practitioner leadership role</li> </ul>	<ul style="list-style-type: none"> <li>Nursery Teacher and practitioners will implement PAtHs alongside children.</li> </ul>	<p>Feb 24</p>	
<ul style="list-style-type: none"> <li>Further develop a visible rights based approach throughout our Early Years Centre.</li> </ul>	<ul style="list-style-type: none"> <li>Planning will show UNCRC Articles.</li> <li>Planning capture the child's voice.</li> <li>Identify UNCRC Training</li> </ul>	<ul style="list-style-type: none"> <li>UNCRC Article's will have an impact on children's planning.</li> <li>Articles displayed throughout nursery environment.</li> </ul>	<p>Jan 2024</p>	

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<ul style="list-style-type: none"> <li>Establish UNCRC practitioner champion role</li> </ul>		<ul style="list-style-type: none"> <li>UNCRC Champions to lead the delivery of UNCRC</li> </ul>		
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<b>Section 2: Improvement Priority 2</b>	
<b>Early Years Centre</b>	<b>Lairdsland Early Years Centre</b>
<b>Improvement Priority 2</b>	<b>Learning, Teaching and Assessment</b>
<b>Person(s) Responsible</b>	Fiona Donaghey (HT) Julie Nelson (DHoC)

<b>NIF Priority</b>	<b>NIF Driver</b>	<b>HGIOELC QIs</b>	<b>EDC Service Plan 2021-24</b>
Improvement in attainment, particularly in literacy and numeracy. Improvement in children and young people's health and wellbeing Choose an item.	performance information curriculum and assessment school and ELC improvement	QI 2.2 Curriculum QI 3.2 Ensuring children's progress QI 2.3 Learning, Teaching & Assessment	Improvement in attainment in literacy Improvement in attainment in numeracy Improvement in children and young people's mental health and wellbeing

<b>Opportunities for Leadership</b>	<b>Resource Requirements</b>
<ul style="list-style-type: none"> <li>Leading Woodwork project</li> <li>Opportunities to share good practice e.g. planning, activities.</li> <li>Planning champions</li> <li>Numeracy and Literacy Champion/collaborative working</li> </ul>	<ul style="list-style-type: none"> <li>Woodwork resources</li> <li>Woodwork risk assessment</li> <li>Leadership/champion meetings</li> <li>Project meetings</li> <li>Forward planning formats</li> </ul>

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<ul style="list-style-type: none"> <li>• Outdoor Learning Champion</li> <li>• Nurture Champion</li> <li>• Language Communication Friendly Environment champion/leader</li> <li>• Including Every Learner champion/leader</li> </ul>	<ul style="list-style-type: none"> <li>• CfE Benchmarks</li> <li>• Realising the Ambition Document</li> <li>• Staff mentor/coaching training</li> <li>• UNCRC Rights of the Child</li> </ul>
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Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> <li>• Sharing practice</li> <li>• Peer observations</li> <li>• Moderation of Learning Journals</li> <li>• Moderation of benchmarks</li> <li>• Forward planning collegiate sessions</li> <li>• UNCRC – CLPL opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Woodwork stay and play sessions</li> <li>• Raise awareness of children's rights through newsletters and learning journals</li> <li>• Curriculum parent evenings</li> <li>• Transition parent meetings</li> <li>• Team around the child meetings</li> <li>• Newsletter updates linked to champion roles</li> <li>• Use of noticeboard</li> <li>• Parent group meetings</li> </ul>

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
<ul style="list-style-type: none"> <li>• Increase staff knowledge of benchmarks to enhance effective use of assessment approaches</li> </ul>	<ul style="list-style-type: none"> <li>• In-service day engaging with the benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of learning in learning journals entries</li> </ul>	In-service 13 <sup>th</sup> Oct 23  Monthly Learning journal monitoring	



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	<ul style="list-style-type: none"> <li>• Moderation of benchmarks – practitioners to bring evidence of an agreed benchmark to February Inset session.</li> <li>• Planning format to include activities which plan for assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions with Nursery Teacher progress for children.</li> <li>• Professional dialogue with teacher to complete action plans/ strengths and difficulties questionnaires.</li> <li>• Increased knowledge of benchmarks as evidenced in planning documentation and professional discussions.</li> </ul>	<p>Oct 2023 Termly monitoring/meeting with Practitioners</p> <p>Feb 2024</p>	
<ul style="list-style-type: none"> <li>• Develop Learning Journal mentors to increase staff knowledge of learning journals.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires to staff to identify good practice.</li> <li>• Questionnaires to staff to identify 2 x learning journal champions.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring and tracking, training where required</li> <li>• Evaluation and self-evaluation.</li> </ul>	Feb 2024	
<ul style="list-style-type: none"> <li>• Develop current learning journal practice to enhance communication between nursery and home.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff questionnaire issued to all staff to identify areas for improvement/training.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires collated</li> <li>• Staff meetings</li> <li>• Training booked/attend.</li> </ul>	Feb 2024	

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	<ul style="list-style-type: none"> <li>Create a learning journal champion to support new staff.</li> <li>Moderate learning journals to identify good practice and regularity of posts for children linked to quality assurance processes.</li> </ul>		Monthly/Termly monitoring	
<ul style="list-style-type: none"> <li>Develop a clear process for communicating with parents through learning journals.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire with parents group to identify ways to increase learning journal usage.</li> <li>Create a learning journal strategy with parent working group.</li> </ul>		March 2024	
<ul style="list-style-type: none"> <li>Develop observational assessments using tools such as Ferre Laevers observation schedules.</li> </ul>	<ul style="list-style-type: none"> <li>Develop observational assessments for children as part of our quality assurance processes.</li> </ul>	<ul style="list-style-type: none"> <li>Ferre Laevers observations data for pre- and post-implementation.</li> <li>Increased practitioner knowledge of Ferre Laevers process.</li> </ul>	Aug 23 Jan24	

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<ul style="list-style-type: none"> <li>Develop observation process to support children with Additional Support Needs</li> </ul>	<ul style="list-style-type: none"> <li>Ferre Laevers CLPL to all staff to ensure staff have knowledge of the purpose and how to deliver the assessments.</li> <li>Use of observational schedules to improve outcomes for children focusing on environment and engagement in activities.</li> <li>Utilise observational schedules to feed into action plans or targeted interventions for targeted children.</li> <li>Peer visits to other nurseries to share practice and use of Ferre Laevers observation schedules.</li> </ul>	<ul style="list-style-type: none"> <li>Ferre Laevers/Circle observations informing action plans to meet needs of targeted children.</li> </ul>	Dec 23	
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<ul style="list-style-type: none"><li>Continue to develop planning formats and to enhance experiences within the Early Years Centre.</li></ul>	<ul style="list-style-type: none"><li>Collegiate session to develop practitioner's capacity to plan.</li><li>Improve knowledge of experiences and outcomes through collegiate work on in-service days.</li><li>Audit planning with practitioners to identify next steps to developing planning at Lairdsland EYC.</li></ul>	<ul style="list-style-type: none"><li>Planning format</li><li>Practitioner questionnaire</li><li>Share examples of good practice to moderate planning</li><li>Share practice with Early Years Centres</li><li>Quality assurance focus on planning.</li></ul>	May 2024	
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Section 2: Improvement Priority 3	
<b>Early Years Centre</b>	Lairdsland Early Years Centre
<b>Improvement Priority 3</b>	<b>Family Engagement</b>
<b>Person(s) Responsible</b>	Fiona Donaghey (HT) Julie Nelson (DHoC)

NIF Priority	NIF Driver	HGIOELC QIs	EDC Service Plan 2021-24
Improvement in children and young people's health and wellbeing Placing the human rights and needs of every child and young person at the centre Choose an item.	parent / carer involvement and engagement school and ELC leadership Choose an item.	QI 2.7 Partnerships QI 2.5 Family Learning Choose an item.	Improvement in children and young people's mental health and wellbeing Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> <li>Family Champion to participate in EDC family training - Triple P</li> <li>Families Connect</li> <li>Children's Wellbeing Training?</li> <li>Lunch time leadership roles</li> </ul>	<ul style="list-style-type: none"> <li>Triple P Pack/Resources</li> <li>Families Connect Training</li> <li>Parent group meetings</li> <li>Children's meetings</li> <li>Risk assessments</li> </ul>

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Professional Learning			Parental Engagement and Involvement	
<ul style="list-style-type: none"> <li>• Triple P Training</li> <li>• Families Connect Training</li> <li>• In-house training</li> <li>• Staff meetings</li> <li>• Evolve training</li> </ul>			<ul style="list-style-type: none"> <li>• Stay and Play opportunities for parents</li> <li>• Triple P available for parents within the centre.</li> <li>• Parent forum/group – coffee and chat.</li> <li>• Families Connect</li> <li>• Team around the child meetings</li> <li>• Multi agency meetings</li> <li>• Learning journals</li> <li>• Parent questionnaires</li> <li>• Parent curriculum evening</li> <li>• Parent transition meetings</li> <li>• Enrolment process</li> <li>• Sway newsletters</li> </ul>	
Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
<ul style="list-style-type: none"> <li>• Increase parental engagement through Centre initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Senior early years workers to plan termly stay and play calendar of events</li> <li>• Record engagement linked to self-evaluation after stay and play events to capture parent voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from parental engagement</li> </ul>	Dec 23	

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	<ul style="list-style-type: none"> <li>Senior early years workers to plan graduation event and record engagement linked to self-evaluation after these events to capture parent voice.</li> </ul>		May 2024	
<ul style="list-style-type: none"> <li>Establish Family Connect sessions twice per year.</li> </ul>	<ul style="list-style-type: none"> <li>Staff training of senior early years workers to support the delivery of Families Connect.</li> <li>Senior early years worker to work with/ shadow to deliver Families Connect.</li> <li>SMT to identify families for Families Connect and consult early years workers on this.</li> <li>Evaluate Families Connect programme with parents and staff to identify next steps.</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of one pilot group with pre and post surveys completed by parents</li> <li>Microsoft Forms questionnaires</li> </ul>	Feb 2024	

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<ul style="list-style-type: none"> <li>• Create a Family Champion role to enhance engagement and communication with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify Family Champion (2-3's) and (3-5's)</li> <li>• Inform parents of which practitioners are family champion</li> <li>• Liaise with the supporting Families Team to provide Triple P training for identified Family Champion.</li> <li>• Termly updates from Family Champion to be updated and placed in the newsletter e.g. key dates, information about Families Connect/ Triple P.</li> <li>• Parent questionnaires issued twice a year to identify areas to improve parental engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Training attended by family champion.</li> <li>• Workshops/sessions arranged. Pre and post survey completed.</li> </ul>		
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**East Dunbartonshire: Education Service**

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