



Lairdsland Early Years Centre Improvement Plan 2024/2025

Framework for Centre Improvement Planning 2024/25

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

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2022/23	2023/24	2024/25
Priority 1	Health and Wellbeing	Leadership of Change	Leadership of Change
Priority 2	Learning, Teaching and Assessment	Learning, Teaching and Assessment	Learning, Teaching and Assessment
Priority 3	Family Engagement	Family Engagement	Family Engagement

Framework for Centre Improvement Planning 2024/25

A statement of the School / Establishment

Vision, Values , Aims and Curriculum Rationale

OUR VISION:

Relationships and partnerships are at the heart of Lairdsland Early Years Centre. Our children are supported to engage with quality learning opportunities to enable them to become effective contributors, successful learners, confident individuals and responsible citizens.

OUR VALUES:

Safe: children feel secure, nurtured, listened to and enabled to develop to their full potential.

Healthy: supported in learning to make healthy and safe choices.

Achieving: supported and guided in learning and in the development of skills, confidence and self-esteem.

Nurtured: growing, developing and being cared for in an environment which provides physical and emotional security.

Active: have opportunities to take part in activities such as play, recreation and sport.

Respected: being involved and having their voices heard in decision making.

Responsible: have opportunities and encouragement to play active and responsible roles in Lairdsland Early Years Centre.

Included: have help to overcome inequalities and being accepted in their Larirdsland Early Years Centre Family

OUR AIMS:

1. To provide an environment that promotes equity and fairness, kindness and respect where children and families have a sense of belonging.
2. For children and families to experience unity and connectedness in everything around them indoors and outdoors.
3. To use a rights based approach to support children's social and emotional wellbeing.
4. To provide a holistic play environment where children are autonomous learners who are curious, creative, critical thinkers where children are supported by knowledgeable and nurturing practitioners.

Framework for Centre Improvement Planning 2024/25

Section 2: Improvement Priority 1	
Early Years Centre	Lairdsland Early Years Centre
Improvement Priority 1	Leadership of Change
Person(s) Responsible	Daniel Smith Jones (SEYW) and Ruby Doran (SEYW) EYW - 2-3 Room staff, Gemma McKay, Kathleen Monaghan

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 teacher and practitioner professionalism school and ELC improvement	QI 1.3 Leadership of Change QI 1.1 Self evaluation for self improvement QI 1.4 Leadership and Management of practitioners	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"> Professional Learning - PDR Leadership Roles - Champion Roles Support groups – champion roles 	<ul style="list-style-type: none"> Regular staff meetings Regular children's meetings/children's voice views are valued Coaching and mentoring early years workers Focus groups to take frameworks forward. Staff landyards with values. Display roller banner with VVA present in entry area.

Framework for Centre Improvement Planning 2024/25

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> • Training Calendar • Training opportunities in using new frameworks • Arrange visits to other centres • Methodology approach – Test of change • PDSA cycle 	<ul style="list-style-type: none"> • Parents evening • Parent phone calls • Parent group teams meetings • Parent Questionnaires • Families Connect • Learning Journal uploads

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?	
By December 2025 all families and early years workers will have a clear understanding of our centres Vision, Values and Aims	<ul style="list-style-type: none"> • Share VVA in all correspondence with families. • Share VVA on centre website. • Ensure Values are visible for children to understand. 	<ul style="list-style-type: none"> • Feedback from parents/parents evenings/care plan updates and questionnaires • Display mind maps of the child's understanding of centre values to include child's voice 	<ul style="list-style-type: none"> • Implement July 2024 • Measure December 2024 	

Framework for Centre Improvement Planning 2024/25

	<ul style="list-style-type: none"> • Display VVA and share regularly with staff team and within self-evaluation process. • Engage parents and pupils to design roller banner to display VVA with parent support 	<ul style="list-style-type: none"> • Microsoft forms questionnaires/staff meeting/in-service feedback. 		
By June 2025 most early years workers will confidently use PDSA cycle to measure impact of champion roles across the setting.	<ul style="list-style-type: none"> • Revisit PDR's with all staff team to define champion role. • Introduce PDSA cycle to Champion role groups with staff responsible to report impact. 	<ul style="list-style-type: none"> • PDR timetable/PDR's complete. • Staff questionnaire to measure confidence/knowledge of PDSA cycle. • PDSA cycle will show progress and impact of champion role on children and the centre. 	<ul style="list-style-type: none"> • Implement PDR-July 2024 • Measure Pre- measure March 2025 June 2025 	
By June 2025 majority of early years workers will engage with Look at Me Under 3 document to increase knowledge of new document from 15% to 75%	<ul style="list-style-type: none"> • Introduce document to all staff on August 2024 in-service day. • Implement new document for use in 2-3 room. 	<ul style="list-style-type: none"> • Senior EYW support 2-3 room early years workers gain knowledge and understanding of new document through Microsoft Forms 	<ul style="list-style-type: none"> • Introduce August 2024 • Measure November 2024 May 2025 	

Framework for Centre Improvement Planning 2024/25

	<ul style="list-style-type: none"> • Early years workers engage with new document tracker on learning journals. • Track and monitor progress use of Look at Me Under 3 Document 	<ul style="list-style-type: none"> • Senior EYW monitor progress of EYW linking new document to planning. 		
By February 2025 almost all early years workers will increase engagement and wellbeing of children in the courtyard area from 50% to 80%	<ul style="list-style-type: none"> • Early years workers will engage with force field analysis methodology processes to establish starting point. • Early years workers will engage with PDSA cycle to establish best use of the courtyard space. • Early Years Workers to report back the outcomes of their PDSA at INSET day/ staff meeting. 	<ul style="list-style-type: none"> • Focus groups engagement with force field analysis. • Create test of change paperwork • Early years workers monitor progress through PDSA cycle. • PDSA paperwork. 	<ul style="list-style-type: none"> • Implement July/August 2024 • Measure December 2024 <p>February 2025</p>	
By October 2024 all families and all early years workers will access new format personal plans to streamline communication with families by 100%	<ul style="list-style-type: none"> • SMT create new personal plan format for all new and returning children. • Arrange time for early years workers to 	<ul style="list-style-type: none"> • Personal plan in place • Parents meetings times arranged September 2024. 	<ul style="list-style-type: none"> • Implement August 2024 • Measure September 2024 	

Framework for Centre Improvement Planning 2024/25

	meet with returning parents to complete new personal plan format.			
By December 2024 almost all children will have at least 4 Learning Journal uploads each month in order to track progress.	<ul style="list-style-type: none"> • Discuss planning format and learning journal expectations on October 2024 in-service day. • New tracking format added to learning journals. • Policy created to set expectation of Learning Journal uploads 	<ul style="list-style-type: none"> • Nursery Teacher and planning group will review PDSA for planning and share with staff • Nursery Teacher will continue to moderate planning weekly and feedback to staff • Nursery Teacher will audit Learning Journal uploads weekly and feedback to staff • Nursery Teacher will provide HoC and DHoc with a monthly audit of Learning Journal uploads 	<ul style="list-style-type: none"> • Implement October 2024 • Measure Monitor learning journals Weekly/Monthly/ • 	

Framework for Centre Improvement Planning 2024/25

Section 2: Improvement Priority 2	
Early Years Centre	Lairdsland Early Years Centre
Improvement Priority 2	Learning, Teaching and Assessment
Person(s) Responsible	Yvonne McKay (NT) Ruby Doran (SEYW) EYW - Kelley-Anne Ezgu, Lisa Carr

NIF Priority	NIF Driver	HGIOELC QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Choose an item.	school and ELC improvement curriculum and assessment teacher and practitioner professionalism	QI 2.2 Curriculum QI 3.2 Ensuring children's progress QI 2.3 Learning, Teaching & Assessment	Improvement in attainment in literacy Improvement in children and young people's mental health and wellbeing Choose an item.

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> Early Years Workers leading planning cycle Early Years Workers display Floorbook pages Seniors leading language and communication Alice Sharp module with early years workers. 	<ul style="list-style-type: none"> Planning meetings Time off the floor Exemplars of planning updated Exemplars of floor books.

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> Training opportunities for all Early Years Workers Modelling of expectations for floorbooks. Updated examples of planning format. 	<ul style="list-style-type: none"> Curriculum/parent evenings Learning journals Peer Observations

Framework for Centre Improvement Planning 2024/25

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?	
By May 2025 almost all early years workers will have increased knowledge of Ferre Leavers observations to measure children's wellbeing and levels of engagement.	<ul style="list-style-type: none"> Introduce Ferre Leavers to early years workers at October 2024 in-service day. Key workers to monitor progress of use of Leuven Scale twice a year. 	<ul style="list-style-type: none"> Measure early years workers confidence levels through in-service training, questionnaires, staff meetings and self-evaluation. Measure children's wellbeing and levels of engagement. Pre and post questionnaire to measure staff confidence. 	<ul style="list-style-type: none"> Implement October 2024 Measure January 2025 Measure May 2025 	
By January 2025 almost all children will be introduced to Dough Disco to increase talking and listening skills and find motor skills.	<ul style="list-style-type: none"> Nursery Teacher will introduce Dough Disco to all children and staff team. 	<ul style="list-style-type: none"> Nursery Teacher to carry out Baseline line drawings, noting pencil hold. Nursery Teacher will work with groups of children to increase children's language development 	<ul style="list-style-type: none"> Implement September 2024 Measure Review Termly 	

Framework for Centre Improvement Planning 2024/25

		<ul style="list-style-type: none"> Nursery Teacher will evaluate line drawings each term 		
By December 2024 almost all children will participate in Story Star/Talk for Writing sessions to increase language and extend vocabulary.	<ul style="list-style-type: none"> Nursery Teacher will carry out weekly experiences with all pre-school children. 	<ul style="list-style-type: none"> Nursery Teacher carry out "Can you tell me a story?" Baseline Nursery Teacher will lead experiences through Story Stars and Talk 4 Writing for children to use a sensory approach to Literacy, with Early Years Worker observing Nursery Teacher will evaluate Can you tell me a story? 	<ul style="list-style-type: none"> Implement August 2024 Measure May 2025 	
By June 2025 LCFE talk strategy 1 & 2 will be evident in all early years workers' interactions and practice, impacting positively on children's Literacy development.	<ul style="list-style-type: none"> Revisit LCFE Talk Strategy 1 and introduce Talk Strategy 2 Senior implement one aspect from Alice Sharp language development training with 3-5 early years workers. Senior implement one aspect from Alice Sharp language development 	<ul style="list-style-type: none"> SEYW to provide LCFE Talk Strategies overview during In-Service Day 1 (Aug 24) Questionnaire to measure Early Years Workers' knowledge and understanding LCFE Talk Strategies 	<ul style="list-style-type: none"> Implement Aug 2024 Measure progress Oct 2024 Review May 2025 	

Framework for Centre Improvement Planning 2024/25

	with 2-3 early years workers.	<ul style="list-style-type: none"> • Early Years Workers will identify Talk Strategies in daily practice through peer observations • Senior staff will review progress using staff questionnaire and audits. 		
By February 2025 the majority of children will increase their early reading strategies and skills.	<ul style="list-style-type: none"> • Nursery Teacher will; attend 6 online sessions, 1 share learning event, 10 hours of reading/watching/planning and consolidate knowledge and practice. • Share professional learning programme with early years workers. 	<ul style="list-style-type: none"> • Nursery Teacher will carry out an enquiry project. • Questionnaires at the beginning and end of enquiry project to measure impact. • Cascade strategies to develop early reading with Early Years Workers. • Share early reading strategies with parents through curriculum newsletter. • Attend sharing learning session to share focus. 	<ul style="list-style-type: none"> • Implement September 2024 • Measure February 2025 	

Framework for Centre Improvement Planning 2024/25

Section 2: Improvement Priority 3	
Early Years Centre	Lairdsland Early Years Centre
Improvement Priority 3	Family Engagement
Person(s) Responsible	Ruby Doran (SEYW), EYW - Eileen Smith, Jennifer Cole, Katrina Mangan, Laura Hunter, Kathleen Monaghan

NIF Priority	NIF Driver	HGIOELC QIs	EDC Service Plan 2021-24
Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing Choose an item.	parent / carer involvement and engagement school and ELC leadership school and ELC improvement	QI 3.1 Ensuring wellbeing, equality & inclusion QI 2.5 Family Learning QI 2.7 Partnerships	Improvement in children and young people's mental health and wellbeing Closing the attainment gap between the most and least disadvantaged Choose an item.

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> Families Connect Bookbug trained Early Years Worker 	<ul style="list-style-type: none"> Bookbug resources Families connect resources/packs

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> Early years workers supporting bookbug sessions 	<ul style="list-style-type: none"> Parent meetings Parent questionnaires

Framework for Centre Improvement Planning 2024/25

			<ul style="list-style-type: none"> Families Connect Parental engagement with family sessions Updated centre website 	
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?	
By June 2025 almost all children and families will take part in Bookbug sessions and will increase nursery/home links for families from 50% to 90%	<ul style="list-style-type: none"> Champion Role – Bookbug trained early years worker Arrange Bookbug sessions for children and families. Add Bookbug sessions to quality assurance calendar 	<ul style="list-style-type: none"> Parent Microsoft forms questionnaire Record how many families attend each session. Feedback from children and families. Bookbug sessions evident in quality assurance calendar Measure using PDSA cycle 	<ul style="list-style-type: none"> Implement August 2024 Measure Monitor before and after each session. 	
By September 2024 all families will access clear, up to date information will increase parental engagement from 50% to 85% across families accessing the setting.	<ul style="list-style-type: none"> Update setting website to show all early years workers and families champions. 	<ul style="list-style-type: none"> Website displaying updated information Parent Microsoft forms questionnaire Feedback from parents 	<ul style="list-style-type: none"> Implement July 2024 Measure October 2025 	
By June 2025 all children and families will have increased opportunities to	<ul style="list-style-type: none"> Early years workers create traveling ted bags. 	<ul style="list-style-type: none"> Information shared with parents on SWAY newsletter. 	<ul style="list-style-type: none"> Implement September 2024 	

Framework for Centre Improvement Planning 2024/25

share centre values using home to nursery bags.	<ul style="list-style-type: none">• Create SHANNARI recording sheet	<ul style="list-style-type: none">• Feedback from children and families on returning traveling ted.• Display feedback for all children and families.	<ul style="list-style-type: none">• Measure Monthly	
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