

Framework for Centre Improvement Planning 2025/2026

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Lairdsland Early Years Centre
Head Teacher / Head of Centre	HoC: Lesley Davidson DHoC: Julie Nelson
Link EY QIO	Leona Stewart

Centre Statement: Vision, Values & Aims and Curriculum Rationale
<u>OUR VISION:</u> 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. <u>OUR VALUES:</u> 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 <u>OUR AIMS:</u> 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. 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 2025/2026

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2025/2026	2026/2027	2027/2028
Priority 1	Up, Up & Away		
Priority 2	Raising attainment in Literacy & Numeracy through Pedagogy and Play		
Priority 3			

Section 2: Improvement Priority 1	
Early Years Centre	Lairdsland Early Years Centre
Improvement Priority 1	Introduce Up, Up & Away
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Michelle Baxter, Gemma McKay, Amy Bowman, Kirsten Marks & Early Years Workers

Framework for Centre Improvement Planning 2025/2026

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
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Delete / copy as required Placing human rights and needs of every child and young person at the centre of education • Improvement in children and young people's health and wellbeing; Choose an item.	Delete / copy as required School and ELC leadership Teacher and Practitioner professionalism School and ELC improvement	Delete / copy as required QI 1.3 Leadership of Change QI 3.1 Ensuring wellbeing, equality & inclusion QI 2.4 Personalised Support	Delete/copy as required 1.1nurturing care and support 4.1 Staff skills, knowledge and values 3.2 leadership of play and learning	Delete / copy as required Improvement in children and young people's mental health and wellbeing Placing the human needs and rights of every child and young person at the centre of education Improvement in attainment in literacy and English
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Opportunities for Leadership	Resource Requirements
Staff training to all staff August In-service half day online Manager/Head and or Depute Head of Centre to attend all online and in person training sessions and cascade in the setting.	Allocation of time to attend the training and to support implementation in the setting.

Professional Learning	Parental Engagement and Involvement
Attendance at all training sessions Additional reading - Up, Up & Away training for All staff August In-service day – half day online - Engagement with Up, Up & Away documentation - Collaboration with Up, Up & Away pilot centres from 2025/2025 - Coaching and mentoring from ELSTs and QIO	Home link opportunities Parent workshops Curriculum Evenings Stay and Play sessions

Framework for Centre Improvement Planning 2025/2026

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?	
Introduce the Up Up and Away document (Circle) to promote a universal approach to inclusion within the centre using appropriate documentation.	- All Practitioners attend In-service day training or in-house training provided is attendance not possible for all. - Up, Up and Away Mentor model to be supported by Senior Management Team to distribute to all practitioners in setting. - Identified Practitioners (Mentor) and Senior Management to attend PLCs and online training.	- Facilitate and review Practitioner attendance at training. - Professional Learning record. - SMT/SEYW share documentation to all staff. - Organise working parties and create staff tasks. - Pre and post questionnaires to practitioners on their skills/knowledge. - Evaluation of learning collated and distributed to all practitioners.	- Implement August 2025 - Measure May 2026	

Framework for Centre Improvement Planning 2025/2026

Through Practitioner implementation of the documentation almost all children will all feel included and supported within the centre by a whole team approach.	• Mentor will work through identified stages of the documentation guided by the PLC team. • Record of progress using audit tools on environment. • Provide opportunities for parental engagement.	• Complete audit tools and identify actions from the literacy rich environment tool. • Create action plan and implement priority. • Environment Audits • Playroom audits • Parent feedback.		
All children will feel supported to access an environment that is inclusive and literacy rich.	• Create a literacy rich action plan through Practitioner observations and review of areas.	• Review progress through action plan, led by Management and Champion. • Environment audits • Improved resources.	August 2025 June 2026	
Mentors will have and increased awareness of providing an inclusive learning environment and will ensure a collaborative working approach is supported in the team to improve outcomes for children.	• Opportunities to visit pilot centres to review their practice. • Engagement with the resources in the Glow Team tile. • Coaching support given to practitioners by Mentor. • Support from ELST and QIO.	• Opportunities and time allocated for Mentor to engage with Practitioners to support implementation across the setting and gather observations and evaluations. • Create a 6-week sprint for individual identified	October 2025 March 2026	

Framework for Centre Improvement Planning 2025/2026

		areas of the setting to review. Floor books with pre and post photos, observations and comments.		
Almost all children will feel listened to and supported where children will receive purposeful and meaningful interactions from staff.	- Staff will be introduced to the Reflective tool for Enriching Communication. - Practitioner reflection on communication practice.	- Reflective tool to be used by practitioners as a self-reflective tool and as part of peer observations. - Evaluate and review and evaluate improvements.	August 2025 May 2026	
Mentor practitioner to become familiar with the variety of tools within the documentation to support child progress	- Risk and Resilience tool - Observation Tools - Identify stages tool - Wellbeing Tool	- Improved understanding of child's developmental stage. - Improved action plan outcomes and targets for individual children.	September 2025 May 2026	
Mentors will support identified practitioners to implement action plans for child as required	- Child action plans further developed. - SMART targets will ensure that all children have specific individual targets that can be measured and achieved to meet their learning needs.	- Review by SMT - Feedback from parents and TAC. - Review of targets for individual children.	September 2025 March 2026	

Framework for Centre Improvement Planning 2025/2026

All staff to evaluate Year 1 of Up, Up and Away to ensure deeper implementation across the team and embed in the setting to provide positive outcomes for children.	Regular evaluation opportunities to provide opportunity for feedback.	Practitioner questionnaires	August 2025 June 2026	
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Section 2: Improvement Priority 2	
Early Years Centre	Lairdsland Early Years Centre
Improvement Priority 2	Raising attainment in Literacy & Numeracy through Pedagogy and Play
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Yvonne McKay, Gillian McAllister, Ruby Glen, Laura Hunter, Kelley-Anne Ezguez and Early Years Workers

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
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Closing the attainment gap between the most and	Curriculum and assessment	QI 2.2 Curriculum	1.3 play and learning	Improvement in attainment in numeracy and Maths

Framework for Centre Improvement Planning 2025/2026

least disadvantaged children and young people; • Improvement in achievement, particularly in Literacy and Numeracy. .Placing human rights and needs of every child and young person at the centre of education	Teacher and Practitioner professionalism School and ELC improvement	QI 2.3 Learning, Teaching & Assessment QI 3.2 Ensuring children's progress	3.2 leadership of play and learning Choose an item.	Improvement in attainment in literacy and English Choose an item.
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Opportunities for Leadership	Resource Requirements
• Professional Learning – PDR • Numeracy Champion and Numeracy Cohort • Early Years workers leading planning • LPS Primary Class Teacher to support Play Pedagogy • Registration-Rights Respecting Schools Award • STEM Nation Award	• Numeracy Training • Time off the floor • Planning meetings • Champion Roles • Visits to LPS & EYC

Professional Learning	Parental Engagement and Involvement
• Numeracy Champion will cascade previous numeracy training to early years workers • NT and CT modelling expectations of learning through play • Early Years Workers observing play in LPS • Peer observations – Moderation of Floorbooks	• Curriculum and Parent Evenings • Transition Meetings • Home Numeracy Bags

Outcomes/Expected	Tasks/Interventions	Measures	Timescale(s)	Progress
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Framework for Centre Improvement Planning 2025/2026

Impact				
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 2026 Almost all children's learning will be enriched by enhancing play pedagogy within the centre	- SEYW & 2 EYW attend Play Pedagogy presentation in Lairdsland Primary School August in-service day - SEYW present powerpoint to most EYW - Lairdsland PS Class teacher will support Play pedagogy alongside Nursery Teacher - Nursery Teacher and Primary Teacher will model practice - Staff attend Early Level Play Pedagogy PLC sessions - All EYW will engage with play pedagogy toolkit	- Collaborate with primary school colleagues - Share presentation with EYW August in-service day. Staff Attendance - Primary Teacher working alongside Nursery Teacher - Tracking children's progress - Feedback from staff/peer observations - Nursery Teacher, SEYW & EYW will attend 8 EL Play Pedagogy sessions	- Implement August 2025 - Measure May 2026 - Implement August 2025 - Measure May 2026 - Implement September 2025 - Measure May 2026	

Framework for Centre Improvement Planning 2025/2026

Almost all pre-school children will have increased early level outcomes in literacy	• All staff engage with Literacy Rich Environment Audit Tool • All staff engage with Early Level Literacy Progression Frameworks • All staff will monitor children's progress termly • Invite Parents to literacy information session	• Staff team audit and discussion to complete literacy rich environment audit • Parent attendance and feedback	• Implement August 2025 • Measure March 2026	
Almost all pre-school children will have increased early level outcomes in numeracy	• Nursery Teacher will deliver numeracy training to all Early Years Workers • Numeracy Champion will work alongside to develop a numeracy rich environment • Nursery registered to work towards STEM nation award • All staff engage with Numeracy and Mathematics Progression Framework	• Updated staff training record & Staff knowledge • Microsoft teams questionnaires for all staff • Microsoft teams questionnaires & collating evidence in planning, photographs, floorbooks, and wall displays	• Implement September 2025 - October 2025 • Measure May 2026	

Framework for Centre Improvement Planning 2025/2026

	• All staff to monitor children's progress termly • Invite Parents to numeracy information sessions	• Children's progress recorded in planning and floorbooks • Tracking and monitoring children's progress • Parent attendance and feedback		

Section 2: Improvement Priority 3	
Early Years Centre	
Improvement Priority 3	
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with?

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
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Framework for Centre Improvement Planning 2025/2026

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Opportunities for Leadership	Resource Requirements

Professional Learning	Parental Engagement and Involvement

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?	

Framework for Centre Improvement Planning 2025/2026

Centre Improvement Plans should be emailed to the link Early Years Quality Improvement Officer by Monday, 23rd June 2025