

Responsible Citizens

Effective Contributors

Auchinairn Early Years Centre
Centre 3-year Improvement Plan
2024-2027



Confident Individuals

Successful Learners

Framework for Centre Improvement Planning 2024/25

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Auchinairn Early Years Centre
Head Teacher / Head of Centre	Michelle Durham
Link EY QIO	Leona Stewart

Centre Statement: Vision, Values & Aims and Curriculum Rationale
<p><u>Our Vision</u> We aim to provide a safe, secure, nurturing, inclusive, fun learning environment in which children become capable, confident, resilient and responsible individuals.</p> <p><u>Our Values</u> Family friendly, safe, secure, and welcoming environment, in and outdoors Approachable staff, responsive, differentiated, open ended and challenging learning opportunities Motivated, highly skilled and supportive staff. Inclusive Early Years Centre that treats all children and their families equally and with respect. Listening and reflecting and continuously improving on our previous best Your nursery, your community, your positivity</p> <p><i>'Tell me and I forget, teach me and I may remember, involve me and I learn.'</i> — <u>Benjamin Franklin</u> HGIOELCC 2.1 2.3 2.4 2.5 2.7 3.1 CI 1.1 1.2 1.4 UNCRC Article 3, Article 5, Article 6, Article 12, Article 18, Article 23, Article 24, Article 28, Article 29, Article 31</p>

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Aims

- The learning environment will promote quality experiences indoors/outdoors and the local community.
- Children are empowered to be fully involved in their play and learning through skilled interactions of staff by extending and scaffolding learning.
- Professional trained staff provide quality provocations in learning to open doorways for developing creativity, critical thinking, and meaningful questioning habits.
- Provide a safe, secure, and nurturing setting where children feel valued and respected by positive role models.
- Provide support and help to develop resilience through all transitions.
- To create a community of staff, families and other professionals who will be actively involved in the nursery and contribute to children's learning and care.
- Our centre will have an ethos in which the wider community feel welcome, valued, consulted, respected, and supported.
- The centre will promote an enriched communication and language friendly environment where children, families are included and involved.
- Provide an environment with natural materials and resources for children to engage in calm learning both indoors and out.
- Quality outdoor experiences that provide children with a learning environment that allows creativity, thought provoking ideas, and risk-taking activities.

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Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2024/25	2025/26	2026/27
Priority 1	<ul style="list-style-type: none"> Continue to embed UNCRC: Gaining Right Based approach bronze accreditation. 	<ul style="list-style-type: none"> UNCRC Aim for Rights Based Approach Silver Accreditation. Continuing embedding quality family engagement outcomes in literacy, numeracy, and wellbeing. 	<ul style="list-style-type: none"> UNCRC Aim for Rights Based Approach Gold Accreditation. Continuing embedding quality family engagement outcomes in literacy, numeracy, and wellbeing.
Priority 2	<ul style="list-style-type: none"> Inclusion: Health & Wellbeing/ Literacy Rich Environment approaches Implementation of Up Up and Away document to promote inclusion within the play spaces using appropriate documentation. 	<ul style="list-style-type: none"> Inclusion: Health & Wellbeing/ Literacy Rich Environment approaches Continue embedding inclusion through Up Up and Away and LCFE approaches. 	<ul style="list-style-type: none"> Inclusion: Health & Wellbeing/ Literacy Rich Environment approaches Continue embedding inclusion through Up Up and Away and LCFE approaches.
Priority 3	<ul style="list-style-type: none"> Quality Assurance: Establish a robust quality assurance calendar supported by a Holistic key tracker to be used confidently by senior leadership team. 	<ul style="list-style-type: none"> Eco and Sustainability: Continues with centre values to gain 2nd Green Flag. 	<ul style="list-style-type: none"> Eco/Sustainability Continue to embed centre values to work toward 3rd Green Eco Flag.

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Section 2: Improvement Priority 1	
Early Years Centre	Auchinairn EYC
Improvement Priority 1	UNCRC - Right Based Approach Bronze Accreditation
Person(s) Responsible	Senior Leadership Team/ All staff/ Little Chatter’s Matter Working Party/EYC Families/ Outside Professionals

CIF Priority	NIF Driver	HGIOELC QIs	EDC Service Plan 2021-24
<p>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.</p>	<p>school and ELC improvement parent / carer involvement and engagement school and ELC leadership</p>	<p>QI 3.1 Ensuring wellbeing, equality & inclusion Q! 2.1 Safeguarding and Child protection QI 3.2 Ensuring children's progress</p>	<p>Closing the attainment gap between the most and least disadvantaged Improvement in children and young people’s mental health and wellbeing Choose an item.</p>

Opportunities for Leadership	Resource Requirements
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<ul style="list-style-type: none"> Senior Leadership Team Little Chatter’s Matters Children’s Rights Group Family Partnership Group All staff. 	<ul style="list-style-type: none"> Rights based approach UNICEF pack. Children’s Rights Approach annual member fee Wellbeing & Emotional Regulation resources – colour monster, fidget toys, hammock, dens, games Emotional regulation and wellbeing books to support staff.
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	<ul style="list-style-type: none"> • Children's Rights home link bears • UNCRC Children's rights training • Thing Link – interactive Media sign up. • Going For Gold Sports Initiative
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Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> • In-house collaboration on expectations, rules, and boundaries within EYC – Friendship code/zone charters (August Inservice day) • Engagement on Self-Regulation training • UNCRC training (February Inservice Day) • Training delivered by EDC Family Champion • Thing Link Training (May Inservice training) • Going For Gold Sports Programme (Sept-Nov) • Regular staff meetings • On-going training through EDC Professional Learning in Early Years • Regular children's meetings, ensuring the child's input is valued. 	<ul style="list-style-type: none"> • Children's Rights home link bears • Learning Journals • Sharing the Learning • Thing Link interactive learning blogs. • Families Connect programme. • Stay and Play • Targeted learning initiative sessions – book bug, dough disco, story stars • Community outings • Curriculum/Parents nights • Celebration achievements events • Triple P workshops • Visitor of the term • Regular Parent Committee Meetings • Parent Consultation Meetings

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<p>All staff have improved knowledge and understanding of Rights based approach. Children are aware of their rights using the wellbeing buddies (SHANARRI).</p>	<p>Staff visiting other Rights Based approach centres to view best practice.</p> <p>Collaboration with staff through EYC expectations, rules, and boundaries</p> <p>In house training on wellbeing buddies</p> <p>Staff training on UNICEF children's rights</p>	<ul style="list-style-type: none"> • UNCRC visible in everyday practice • Wellbeing SHANARRI language used in practice by children and staff. • Children, families, and staff empowered to promote rights. • Plan, Do, Study, Act cycle (PDSA) actions visible within EYC • Children Voice • Play Spaces child led • Planning • Floor books • Wall displays • Staff/Children talk • Staff meetings • Bronze accreditation 	<p>September – October 2024</p> <p>August Inservice 2024</p> <p>August Inservice day 2024</p> <p>February Inservice day 2024</p>	
<p>All staff will celebrate children and EYC learning to instil motivation, build relationships, and aspirations.</p>	<p>Star of the week celebrated through keyworker group system: gifting and songs.</p>	<ul style="list-style-type: none"> • Children's Voice • Ferre Leavers • Questionnaire/Surveys • Floor books • Learning Journals • parental/staff logs • Wall displays 	<p>Ongoing</p>	

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	<p>Children's voice through planning, wall displays, floor books.</p> <p>Visitor of the term</p> <p>Purchase Thing Link interactive system.</p> <p>Family events organised: MacMillan Coffee Morning Family Disco Dance a Thon Celebration sing along. Gran & Grandad Day</p> <p>Going For Gold Sports Programme</p>	<ul style="list-style-type: none"> • Working party minutes 	<p>September – November (10 weeks)</p>	
<p>Children, families, and staff understand the centres visions, values, aims and ethos using children's rights bears</p>	<p>Outing to Bear Factory to purchase key group bears.</p> <p>VVA/SHANARRI language to be used throughout play spaces.</p>	<ul style="list-style-type: none"> • Staff begin to use UNCRC in everyday practice. • Questionnaire/Surveys • Floor books • Learning Journals • parental/staff logs 	<p>October-July</p> <p>Check in: December March May</p>	

	UNCRC training (February Inservice day) Thing Link Interactive Media research/purchase.	<ul style="list-style-type: none">• Wall displays• Working party minutes• Children's voice• Events calendar		
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Section 2: Improvement Priority 2	
Early Years Centre	Auchinairn EYC
Improvement Priority 2	<ul style="list-style-type: none"> Inclusion: Health & Wellbeing/Literacy Rich Environment approaches Implementation of Up Up and Away document to promote inclusion within the play spaces using appropriate documentation
Person(s) Responsible	Senior Leadership Team/ LCFE Working Party/ All staff/ Outside professionals (E.P, SALT, ELR)

NIF Priority	NIF Driver	HGIOELC QIs	EDC Service Plan 2021-24
Delete / copy as required.	Delete / copy as required.	Delete / copy as required.	Delete / copy as required.
Improvement in children and young people's health and wellbeing Choose an item. Improvement in children and young people's health and wellbeing	school and ELC improvement parent / carer involvement and engagement school and ELC improvement	QI 1.5 Management of resources to promote equity QI 3.1 Ensuring wellbeing, equality & inclusion QI 3.2 Ensuring children's progress	Improvement in children and young people's mental health and wellbeing Improvement in attainment in literacy Improvement in attainment in numeracy

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> Senior Leadership Team LCFE Working Party Nursery Teachers Family Champions 	<ul style="list-style-type: none"> Up Up and Away Circle EDC training On-going training through EDC Professional Learning in Early Years Support from outside agencies – EP, SALT, ELR

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<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> Nurture Room resources. EYSW/Keyworker deployment to provide continuity for Nurture Room Time to adapt Up Up and Away toolkits. Literacy resources Adventures with Alice – Language development pedagogy
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Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> Up Up & Away training for All staff (October Inservice day) Engagement with up up & away documentation Collaboration with up up & away pilot EYC's Literacy training Adventures with Alice – Language development pedagogy 	<ul style="list-style-type: none"> Curriculum/Parents evenings Tea and chat inclusion parents' group Learning Journals Family Connect workshops. Sharing the Learning Thing Link interactive learning blogs. Stay and Play Community outings Celebration achievements events Triple P workshops

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
All staff to be familiar with Adventures with Alice – Language and development pedagogy. Ensuring meaningful interaction	Staff to engage in Adventures with Alice website, provocations, and workshops.	<ul style="list-style-type: none"> Adventures with Alice language development visible within practice Staff questionnaires/survey 	September-July Check ins: November February May	

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<p>to facilitate learning. Secure knowledge of language development will allow staff to plan effectively for children.</p>	<p>Collaboration with other EYC's exploring Adventures with Alice</p>	<ul style="list-style-type: none"> • Floor books/Planning • Time for staff to use toolkit • Staff meetings 		
<p>All staff to become familiar and develop confidence with Up Up and away documentation to support children to learn positive ways to express themselves and respond.</p>	<p>Staff to engage with Up Up & Away documentation.</p> <p>Collaboration with other EYC's exploring Up Up & Away</p> <p>Up Up & Away training programme</p>	<ul style="list-style-type: none"> • Inservice day feedback • PDSA cycle • Eycat/GLG outcomes • Feedback from outside agencies – EP, SALT, ELR • Minute of staff meetings • Planning and Monitoring • Universal/Targeted Plans 	<p>October – July</p> <p>Check ins:</p> <p>February 2025</p> <p>April 2025</p>	
<p>Nurture room and EYC play spaces will promote inclusion and literacy rich environment approaches through meaningful interactions to facilitate quality literacy opportunities.</p>	<p>Develop Outdoor Literacy Shed</p> <p>Embed more stories and Rhymes into play space routine.</p> <p>Purchase resources to support children with ASN. - cause & effect</p>	<ul style="list-style-type: none"> • Ferre Laevers • Parents collaboration • Care Plans • Learning Journals • Tracking and Monitoring • Staff meetings • Floor books • Wall displays • Photographs 	<p>August 2024</p> <p>Check in:</p> <p>October</p> <p>December</p> <p>February</p> <p>April</p> <p>June</p>	

	<ul style="list-style-type: none">- fidget/sensory- Rhyme finger puppets- Trampoline/Hammock <p>Observation to gain appropriate knowledge for focus children to benefit from Nurture Room</p>	<ul style="list-style-type: none">• Family events• Play space routines.• Universal/Targeted wellbeing plans• Audits		
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Section 2: Improvement Priority 3	
Early Years Centre	Auchinairn EYC
Improvement Priority 3	<ul style="list-style-type: none"> Quality Assurance: Establish a robust quality assurance calendar supported by a Holistic key tracker to be used confidently by senior leadership team.
Person(s) Responsible	Senior Leadership Team

NIF Priority	NIF Driver	HGIOELC QIs	EDC Service Plan 2021-24
Delete / copy as required.	Delete / copy as required.	Delete / copy as required.	Delete / copy as required.
Closing the attainment gap between the most and least disadvantaged children	curriculum and assessment school and ELC leadership school and ELC improvement	QI 1.1 Self evaluation for self improvement QI 1.2 Leadership of Learning QI 3.2 Ensuring children's progress	Closing the attainment gap between the most and least disadvantaged Improvement in attainment in literacy Improvement in attainment in numeracy
Closing the attainment gap between the most and least disadvantaged children			
Closing the attainment gap between the most and least disadvantaged children			

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Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> Senior Leadership Team 	<ul style="list-style-type: none"> Holistic Tracker Quality assurance tracker Floor books Tracking and Moderation Yearly Planner Secure SLT IT drive Time Training

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> Peer Monitoring Confidence building on leadership of change. Confidence building on self-improvement. On-going training through EDC Professional Learning in Early Years Collaboration with sector leading EYC in high quality Leadership 	<p>N/A</p>

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
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<p>EYC Yearly Planner to support efficiency, workload, project goals and responsibilities.</p>	<p>Develop Yearly calendar with full events programme</p>	<ul style="list-style-type: none"> • Learning Journals • Wall displays • Children's voice • Staff/Survey questionnaires • Stay and Play • Parents survey/questionnaires. • Online Platforms • Sharing the Learning • PDR's 	<p>August 2024</p> <p>Staff collaboration: January April</p>	
<p>SLT to become confident embedding robust Holistic Tracker to ensure all children are working at a developmentally appropriate stage.</p>	<p>Collaboration with best practice EYC's</p> <p>Develop Holistic Tracker</p>	<ul style="list-style-type: none"> • Tracking and Monitoring • Regular SLT meetings • Regular staff meetings 	<p>October 2024</p> <p>Update: January 2025 May 2025</p>	
<p>SLT to become confident embedding a robust Quality Assurance Calendar to ensure EYC is meeting stakeholder and regulatory bodies expectations, continuing to improve efficiency.</p>	<p>Collaboration with best practice EYC's</p> <p>Develop Quality Assurance Calendar</p>	<ul style="list-style-type: none"> • Tracking and Monitoring • PDR's 	<p>October 2024</p> <p>Evaluate calendar: February 2025 June 2025</p>	
<p>Self-Improvement display board within EYC corridor to be regularly</p>	<p>Termly update corridor display boards</p>	<ul style="list-style-type: none"> • Wall displays • Children's voices • Floor books 	<p>August-December</p>	

updated to provide evidence of quality learning and achievements.		<ul style="list-style-type: none">• Photographs	January-April April-June July-August	
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