# 20mmMarkMonoKGlasgow City Council Education Services

# Improvement Planning

|  |  |
| --- | --- |
| Establishment | **Smiley Stars Nursery** |
| Session | **2015-2016** |

**CONTENTS**

1. Vision, Values and Aims

2. Summary of Self Evaluation Process

3 Priorities for Improvement in the current year

4 Action planning

5 Appendices:

* 1. Action Plan Summary for Stakeholders

**Signatures:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Head of Establishment** | **Tamara Marashi** | **Date** | **29/6/2015** |

| **1a Our vision, values and aims** |
| --- |
| Smiley Stars vision is to provide a high quality childcare and education service for children aged 6 weeks to 5 years, and to provide a service in line with relevant legislation and guidelines in an environment where quality is evident and which is as close as possible to a ‘home-from-home’ with emphasis on responsive care and outdoor play.We believe that every child is entitled to the best possible standard of education and care in a supportive, nurturing, and health improving environment. We aim to: * Provide a welcoming, safe, responsive care and stimulating environment for children, parents and others based on equality, fairness and respect.
* Provide structure, support and guidance to children’s learning to help them become successful learners, confident individuals, effective contributors and responsible citizens.
* Maximise the wellbeing and health, learning and achievement for every child, working in partnership with parents, schools, agencies and the wider community.
* Personalise learning by using assessment to base teaching and learning on a sound understanding of individual needs and interests and involving children in making decisions about what and how they learn
* Promote positive behaviour by praising, encouraging and being attentive to the needs of the children.
* Continue to improve our service through professional learning, leadership, self-evaluation and innovation
 |

| **1b How our vision, values and aims were developed and how our stakeholders were consulted** |
| --- |
| Our Staff were consulted and their ideas and suggestions were put together to form our vision statement and our aims. Parents were asked for their views regarding the vision statement through the use of a questionnaire they were asked for their input also. Following feedback from stakeholders a final draft of our vision statement and aims was circulated to staff and parents |

|  |
| --- |
| 1. **Summary of self evaluation process**
 |

| **How we carried out our self-evaluation and involved our stakeholders** |
| --- |
| The staff team are all involved in the process of self-evaluation (Child at the Centre, National Care Standards) and evidence is gathered to support our findings. Parents are asked for their views through meetings, questionnaires and one to one discussions with staff. Children are also consulted in relation to all aspects of the nursery and this contributes directly to our self-evaluation.  |

| **High level question** | **Our key strengths** | **Our areas for improvement** |
| --- | --- | --- |
| **How well do children learn and achieve** | Children are happy and settled they have good friendships and enjoy their time in nursery. They are more engaged in learning following the reorganisation of the playroom. Children have made excellent progress in literacy and mathematics as a result of audits to these areas, improvements to resources and staff training. There have been huge improvements to our garden areas, offering the children more learning opportunities outdoors.  | We aim to further develop social sciences within the playroom as well as science and technology. We will audit these areas to ensure they are appropriately resourced and develop the skills of our staff through training. We will continue to develop our outdoor learning areas.  |
| **How well do we support children to develop and learn** | Children have good opportunities to develop their early literacy and mathematical skills across the curriculum. They have Learning opportunities, which promote challenge, enjoyment, personalisation and choices, Health and wellbeing goes across the curriculum. Staff will continue to involve the children in the activities and they are working on implementing GIRFEC, they give the children the chance to influence their learning by providing a range of opportunities for children to apply literacy and early mathematical skills in practical day to day contexts, indoors & outdoors, Learning opportunities build on and extend children’s interests very well.  | We will use tracking to inform all staff of the progress and learning needs of all children. We will improve our teaching of phonological awareness and use all knowledge gathered through training to further develop the children’s Higher Order Thinking Skills in contexts appropriate to their learning.  |

| **High level question** | **Our key strengths** | **Our areas for improvement** |
| --- | --- | --- |
| **How** **do we improve the quality of our work** | All our staff are involved in the self evaluation of the service through Child at the Centre 2, questionnaires and discussion. We are committed to keeping staff members up to date with training and staff also benefit from sharing good practice with other nurseries. Staff have had great benefit from training on planning and consulting with children and are working well to put this into practice.  | All our staff are involved in the self evaluation of the service through Child at the Centre 2, questionnaires and discussion. We are committed to keeping staff members up to date with training and staff also benefit from sharing good practice with other nurseries. Staff have had great benefit from training on planning and consulting with children and are working well to put this into practice. |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3. | **Priorities for improvement in the current year** |  |  |  |  |  |  |  | **Year** | **2015-2016** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Priority** | **Stage of development** | **Alignment to:** |
| **No.** |  | **Exploring, Developing or Embedding** | **QI****Wellbeing Framework** | **Partnership** **Working** |
| **1** | Curriculum and Assessment including moderation | **Developing** | **5.1 - Included & Respected** | **Parents, Children & Staff** |
| **2** | Learning and Teaching/Meeting Learning Needs | **Embedding** | **5.3 - Achieving** | **Staff & Children**  |
| **3** | Self-evaluation including tracking and staff development  | **Developing** | **5.9 - Included** | **Staff & Children** |

|  |
| --- |
| **4. Action Planning** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Priority No.** | **QI**  |  Priority  | **Expected outcomes for learners which are measurable or observable** |
| **1** | **5.1** |  Curriculum and Assessment including moderation | Children will be able to talk about people in the past, place and environment and people in society. |

| **Tasks to achieve priority**  | **Timescale****& Checkpoints** | **Those involved – including partners** | **Resources and staff development** |
| --- | --- | --- | --- |
| Form small focus group to research good practice in teaching Social Studies at Early level, use principles of curriculum design to plan for improvement and audit Social studies resources within the nursery. | Term 1 – check point September 2015 | * Share practice with other agencies & local nurseries in the area
* Partnership with parents through home link resources and parent workshop.
 | * Staff development: Seek out further CPD and share practice with other local nurseries.
* Resources: Social Studies Es and Os, Principles and Practice papers,
* Building the Curriculum 3 and Social Studies Achieving Early Level.
* Support and guidance from Marianne LEL.
 |
| Plan together as a staff team and with the children to identify a strategy, using Education Scotland resources and GCC guidance, to improve the learning and teaching of social studies in our nursery. | Term 1 – check point September 2015 |
| Use new planning to support improving the children’s learning experiences in Social studies. Use moderation resources to work together, evaluate the learning taking place and decide on next steps. Repeat moderation exercise with a different social studies focus to evaluate and inform next steps. | Term 2 – checkpoint October 2015Term 3 – check point May 2015 |
| Parent workshop to be delivered to include and inform parents of our progress in Social Studies and Curriculum for Excellence in general. | Term 2 – February 2015 |

|  |
| --- |
| **Evidence of Impact**  |
| * Assessment of children’s knowledge and skills developed.
* Feedback from children, staff and parents
 |

|  |
| --- |
| **4. Action Planning** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Priority No.** | **QI**  |  Priority  | **Expected outcomes for learners which are measurable or observable** |
| **2** | **5.3** | Meeting learning needs | Children will display an increased phonological awareness Children will be using HOTS to challenge all areas of their learning within the playroom. |

| **Tasks to achieve priority**  | **Timescale****and checkpoints** | **Those involved – including partners** | **Resources and staff development** |
| --- | --- | --- | --- |
| Room Staff to assess what is already being done and audit resources using monitoring tools.  | Term 1 – check point end August 2015 | * Sharing practice with other local nursery.
* Home link – Rhyme of the month calendar to be created by the children for academic year August 2015 – June 2016
 | * Staff development: Staff in house work shop on PA and HOTS,
* Resources: GCC resources for PA and HOTS.
* Support and guidance from Marianne LEL.
 |
| Workshop to be delivered by Ruth Doherty (PA) and Laura Anderson (HOTS) following their recent GCC training to give staff team further insight and develop ideas. | Term 1 – checkpoint September 2015 |
| Staff to begin making use of all PA and HOTS resources within the language area. Discuss with peers the impact on children’s learning during tracking discussions. | Term 1 – check point October 2015 |
| Continue to assess the impact of PA and HOTS resources and monitor their effect on other areas of the curriculum | Term 2 – check point February 2016 Term 3 – check point May 2016 |

|  |
| --- |
| **Evidence of Impact**  |
| Children will use HOTS in discussions about texts in literacy and social studies Children will display phonological awareness through rhyme, stories, games and song |

|  |
| --- |
| **4. Action Planning** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Priority No.** | **QI**  |  Priority  | **Expected outcomes for learners which are measurable or observable** |
| **3** | **5.9** | Self-evaluation including tracking and staff development | Staff will be more involved in the nursery ‘s self evaluationChildren will be able to talk about what they have learned, what they are learning now and what they want to learn next. |

| **Tasks to achieve priority**  | **Timescale****and checkpoints** | **Those involved – including partners** | **Resources and staff development** |
| --- | --- | --- | --- |
| Jane Scott to develop a calendar to ensure effective tracking of all children once every 4 weeks. Using GCC support materials, staff will discuss how to devise best method of recording tracking of children’s learning. | Term 1 – check point August 2015 | * Sharing practice with other local nursery.
* Partnership with parents through consultations & questionnaires
 | * Staff development: Staff development –learning conversations,
* Support and guidance from Marianne LEL during visits.
* Resources: Glasgow Good Tracking documents
 |
| JS to support staff to develop effective learning conversations between the staff and the children. Visit other establishments to observe the practice of others. Meet with other nurseries in final term to discuss impact and next steps. | Term 1 – check point September 2015 Term 3 – check point June 2016 |
| Staff should begin using learning conversations to gather information about the child’s learning and record in assessment profiles. | Term 1 – check point September 2015 |
| Moderation of tracking to ensure all assessment and tracking information is logged in each child’s assessment profile. | Term 2 – check point Nov 2015 Term 3 – check point May 2016 |

|  |
| --- |
| **Evidence of Impact**  |
| Children will be able to talk about what they are learning. They will know what skills they have developed and their next steps for learning within the main curricular areas of literacy and mathematics. |

|  |
| --- |
| **5. Appendix a** |

|  |
| --- |
| **Action Plan Summary for Stakeholders** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Priority** | **Expected outcomes for learners which are measurable or observable** | **Lead responsibility** | **Timescales** |
|  **1** | The Curriculum – Social Studies | Children will be able to talk about people in the past, place and environment and people in society. | **Kimberley Jamieson** | **Term1 – Term3** |
| **2** | Meeting Learning Needs | Children will display an increased phonological awareness Children will be using HOTS to challenge all areas of their learning within the playroom. | **Gemma Donnelly** | **Term1 – Term3** |
|  **3** | Self evaluation | Parents, Children & staff will all be involved in the Nursery’s self evaluation. | **Tamara Marashi** | **Term1 – Term3** |