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# Session: 2020-2021

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| Establishment |  | **Castlemilk Day Nursery** |
| Head of Establishment |  | Karen Henderson |
| Area/Local Improvement Group |  | South LIG 3 |
| Head of Service |  | Donnie MacLeod |
| Area Education Officer/  Quality Improvement Officer |  | Claire Harvey |

**CONTENTS**

1. Vision, Values and Aims

2. Summary of Self-Evaluation Process / Priorities for Improvement in the current session

3. Action Planning

**Action Plan Summary for Stakeholders**

| **1. Our Vision, Values and Aims** |
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| To offer a safe, happy, welcoming, and nurturing environment. An environment where children are offered high quality experiences in a curriculum rich setting, both indoors and outdoors. A setting that meets the needs and rights of every child promotes equality and inclusion and celebrates achievements.  We work together to:   * Create an environment where children, parents, families, and staff feel respected, Valued, and included. * Encourage and support children to become, Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals. * Build an environment where children are safe, healthy, achieving, nurtured, active, respected, responsible, and included. Support children in achieving their full potential. * Promote the adoption of a healthy lifestyle and healthy life choices. * Children’s choice is at the heart of this decision of outdoor play. Offering opportunity to play outdoors in all weather conditions. * Promote positive behaviour by empowering children to take ownership of their own learning |

| **2. Summary of our self-evaluation process.** |
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| All staff are actively involved in self-evaluation and identifying areas for improvement. Self-assessment is an essential part of evaluation and presents opportunity to assess achievements and progression. Reflections and improvements are shared with parents on our self-evaluation wall.  Self-evaluation incorporates views of children, parents, and multi-agency colleagues.  Staff, children and partners/carers are consulted, and their views regularly sought through discussion, meetings, questionnaires, open days, self-evaluation wall.  Throughout planning self-evaluation is embedded where all staff/parents’ views are sought and looked at monthly. |
| **Strengths identified:**  The children are displaying an eagerness to learn, they are motivated and confident. They thrive in our nurturing environment, where they display positive social interactions with their peers and with adults. They are becoming successful in an environment that supports children’s choice and decision making.  We offer a range of stimulating and challenging experiences to support our children’s learning. We make good use of our outdoor area with free flow doors in playroom’s, placing choice at the heart of children’s decision when accessing outdoors. The children enjoy visits to places of interest out with the nursery which expands their knowledge in a variety of areas. The structure of the day offers a combination of free play and adult directed play.  We have excellent relationships with our children, their families and the local community, where collaborative work has been achieved. |
| **Priorities for development:**  **1: Q.I .3-** Leadership of Change (Recovery)  **2: Q.I 2.2-** learning for sustainability & goals (LFS)  **3: Q.I 2.5-** Family Learning  **4: Q. I 3.3-** Developing creativity and skills for life and learning (seesaw app) |

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| **3. Action Planning** | | | | | | | |

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| **No.** | **Quality Indicator** | **Priority** |
| **1** | **1.3** | Reconnection and recovery in light of COVID-19. The recovery plan aims to develop our thinking and support all our staff in going forward. The recovery plan is a working document and will be updated where new practical guidance and public health hygiene measures have been issued.   * Support all our children/parents and staff going forward. * Detailed recovery plan with accompanying documents, setting out forward plan. * Transitions for children children/parents and staff returning. |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
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| Recovery Paper | June20  July 20  August 20  September20  December 20  Jan 21  April 21 | Audits of staff availability and assessment of likely demand for places for children who will be attending nursery undertaken. To gain information on any changes in family circumstances for example have they changed address or job. We will plan for phase 3 where we will begin to reopen to children other than keyworkers and vulnerable families. Whilst planning a head we aim to ensure our staff are well-equipped in providing the most nurturing and safe environment to support our children’s wellbeing. Clear guidance for staff on what this will look like and how they can support in recovery process for children and families.  As part of Education priorities we aim to have 100% attendance in transitioning children back to nursery. |
| Head of Centre will go through Risk assessment for all staff. Will include Physical distancing, potential spread of Covid-19, symptoms/confirmed cases and protocol, Personal hygiene, catering/cleaning, signage, first aid, PPE, organisation of Rooms/resources, staff areas and general routes, toilets, drop off pick up arrangements, main entrance, visitors/contractors, Fire safety, working from home, staff wellbeing. | June 20 | Risk assessments will set out clear guidance and protocol for staff working in nursery. The risk assessment will be a working document and amended as when required.  All planned experiences will be risk assessed considering coronavirus, in conjunction with relevant staff where applicable, and due consideration given to how usual practice may need to. Increased muster points for fire alarm procedures to ensure physical distancing.  Audit of rooms will provide information needed for readjustment to the room set up and capacity intake for physical distancing measures. |
| Transition for children back to nursery. | June20  July 20  August 20  September20  December 20  Jan 21  April 21 | Part of Glasgow priorities, Nurture principles will be at the heart of returning children to nursery. All staff will be familiar with nurturing principle 6- **Transitions are significant in the lives of children.** Children will be supported to return to nursery which looks quite different from that experienced previously. Tailored transitions will be personalized and adapted to individual children especially where children have been identified with an additional support need. |
| Reconnecting staff . | June20  July 20  August 20  September20  December 20  Jan 21  April 21 | Plans will be communicated with staff through physical distance meetings and email. Staff will have an awareness and knowledge to support understanding of all new measures to reduce the transmission of coronavirus and their roles and responsibilities. Opportunity will be available for staff to ask questions and raise any concerns in advance. A completed risk assessment for staff that were absent due to underlying health problems will be implemented before they return on playroom floor. Staff wellbeing will also be addressed and taken into consideration on return to work with advice on accessing services such as workplace options for counseling where applicable. Through observations and staff feedback will support us in gathering data on how staff is adjusting through the managing change process. |
| Reconnecting families | June20  July 20  August 20  September20  December 20  Jan 21  April 21 | Ongoing communication with parents and carers will continue to be established throughout nursery, ensuring they are aware of all new measures put in place to reduce risk of transmission of coronavirus, how this impacts them and their responsibilities in supporting this. We will continue to use technology to communicate with parents/carers digitally, for example twitter, telephone etc. To ensure equality in accessing information letters will also be sent to parents. Seesaw is being introduced as part of a blended model approach in sharing learning for children attending part week. Management will provide handover information at the end of the day for parents/carers during drop off and pick up times. If parent/carers wish to speak to their child’s keyworker this can be arranged via telephone conversation or more than 2meter distance meeting. The nursery will support all staff, families and children recognizing their emotional needs holistically and ensuring they feel welcomed, building on renewed relationships. Families will be encouraged to evaluate the service they are being provided through feedback and adjustments made where necessary.  Data from telephone calls made during lock down has supported us to identify interventions for families. We will continue to gather information and put in place appropriate interventions/support where applicable. |
| Reconnecting children. | June20  July 20  August 20  September20  December 20  Jan 21  April 21 | We will plan how all children will be supported to address the specific issues that may have arisen due to coronavirus, considering children’s individual needs and circumstances. The coronavirus outbreak may have caused significant mental health or wellbeing difficulties for some children. Specific strategies and interventions will be identified on how to support individual children. Child protection guidelines will be reviewed. We will continue to work with health visitors and social workers where relevant, to monitor the welfare of vulnerable children who are not attending nursery for safeguarding purposes. Data will be collected through children’s pastoral notes, recording interventions and agencies involved. |
| Teaching Learning | June20  July 20  August 20  September20  December 20  Jan 21  April 21 | The priorities currently will be supporting children to adapt to their new routines and supporting children to settle back into, especially where there have been staffing changes. All staff will Plan how children can learn in age-appropriate ways about how they can keep themselves safe, including regular handwashing and using tissues. Staff will encourage children to learn and practise these habits through games, songs, and repetition. Stories, singing and games can be used to help children to socialise and resettle into familiar everyday routines. Raising attainment and achievement through Glasgow’s improvement challenge will still be the focus.  Our Improvement plans reflect the importance of recovery, resilience and re-connection. Our priorities for improvement include seesaw (Digital learning), Sustainability and Family Learning, these have been chosen as they can play a big part in our recovery whilst pacing ourselves and not over-committing.  Quality of experiences and the wellbeing of children and families remain at the centre of decision-making. ELC will be delivered in a way that is consistent with Realising the Ambition, with child-led, play-based pedagogy driving practice. High quality childcare experiences will be age appropriate, rights based, and child centred. Our quality assurance calendar will support in evaluating impact of curriculum learning through recovery. We aim to see children become more independent in daily tasks and increased knowledge of health and wellbeing. This should be evident through pace and challenge meetings with keyworkers for individual staff. |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Head Of Centre  Depute Head, Team Leader  All Child development officers  Parents/carers  External agencies | Role profile, rigorous systems in place, yearly calendar etc. event/monitoring  CPD, Twilight training, In-service on Team building, Current initiatives in establishment.  Self-evaluation, staff/planning meetings.  Baseline assessment, monitoring sheets, staff meetings, PDP paperwork.  Attendance Data  Pace and challenge meetings |

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| **No.** | **Quality Indicator** | **Priority** |
| **2** | **2.5** | As part of fostering relationships after break due to COVID, All workshops will be delivered outdoors to small groups of parents 2-3 max. This is due to being able to apply social distancing measures and will be implemented end of year or beginning 2021. (Outdoor learning, portable cooking facilities for outdoor workshops. Numeracy workshops will consist of ideas to do with children outside)   * To engage families in nursery by providing family learning workshops, such as cook along sessions, gardening, numeracy workshops. (feedback from self -evaluation) * Workshops with parents on digital technologies using seesaw app at home |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
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| Head of Centre, Depute and TL will work closely with staff tracking/monitoring parent partnership programmes to see impact and engagement levels of families.  Through parent partnership wall, parents will be updated on information | Nov 2020  Jan 2021  March2021  May 2021 | Family learning activities will be designed to enable parents to learn how to support their children’s learning. linking to (Scottish Family Learning Network, 2016).  Family learning ‘is part of a cost-effective solution’ whereby a ‘learning family is one where both adults and children engage in learning, share their learning, and the confidence and skills increase for both, leading to raised aspirations, better attainment and strengthened family relationships’.  Closing the attainment gap is a key driver in Scottish education and one which can be assisted through family learning to help create a culture of aspiration in families. Scottish Government policy drivers in the National Improvement Framework and the Scottish Attainment Challenge aim to reach the most disadvantaged families and deliver early intervention and prevention programmes such as family learning.  Increase knowledge, understanding and awareness of family partnership. (posters, communication, twitter, website)  Knowledge of how to Increase family’s participation in their child’s life. (leaflets, twitter, website)  Understanding of the benefits of partnership working and educational outcomes to promote learning.  Children’s confidence will be boosted and there is a positive impact on their development. Links to the Getting it Right for Every Child.  Data collected at each point will record parental involvement. (bar graph)  Aiming for overall 25%i involvements of parents. Figure based on limited engagement due to working parents etc. |
| Cook along sessions on a budget, with support from staff or Depute. Cooking experiences will also run in collaboration with ECO, Sustainability and outdoor learning. Children will use own grown produce with parents.  This will incorporate gardening. planting own vegetables to use in cooking. | Oct 20  Feb 21  April 21 | Children will be aware of eating well,and have good eating habits and social skills.  Children will voluntarily try new foods. This will help change mind set of parents/carers that convenience food is not always healthy foods. Children and parents/carers are given the opportunity to participate in food activities together (cooking sessions). In area they are limited food shops with fresh produce in local area. Area consists of mostly fast food shops. Data will record parents feed back to gauge change in eating habits. Observations of children’s attitudes on different food will be recorded to see impact. |
| CPD training for staff on Care Inspectorate document “Food Matters” | Aug 20 | Depute/Practitioners will have knowledge of document and impact on practice.   |  | | --- | |  | |
| Home link Kerry the Koala the chef bags.  Engage parents who have Hospitality careers. | Oct 20  Dec 20  Feb 21  April 21  June 21 | Children in Scotland spend approximately 15% of their waking hours in nursery (OECD, 2014). The remaining 85% of children’s time is spent at home and this presents a potentially significant opportunity for learning through home link bag.  Aim for parents/careers to cook at home with children. Data recorded through photograph evidence and short story sent in using twitter or emailing to head teacher to monitor impact. |
| Numeracy workshops- for ages 2-5 years. Interactive sessions where children can share learning and parents/carers can learn new ideas on numeracy. | Nov 20  March 21 | Participating in mathematical approaches ‘allows parents to be more positive and understand their value’. Research (Abreu and Cline, 2005) have considered the impact of children’s home culture on their maths learning. Teaching children at home was found to be difficult and parents needed support both with the way that maths is taught and strategies to bridge the home/nursery gap. Through workshops parents will feel confident and learnt new numeracy skills to implement with their children at home.  Through children’s individual numeracy trackers data will record children’s progress. Impact should show children are confident and can talk about numeracy learning.  Baseline introduced to track improvement to children’s learning and understanding of parent’s engagement.  Aiming for higher volume of engagement from parents at workshops. Looking for 25% participation across families. (attendance data) |
| Literacy- Continue stories on twitter, causally links into digital literacy. Different narrators reading story for example police, parent, staff, health professional which will be recorded and put on our new website or to come into nursery to read story. | Oct 20  Nov 20  Feb 21  March 21  April 21  May 21 | Family literacy programmes aim to ‘increase parents’, capacity to support their children’s literacy development through mechanisms such as improving parents’ confidence in and attitudes towards reading with their children and improving the home learning environment and general parenting skills’  It has promoted language and literacy development building on children’s vocabulary.  Parents engagement with their child is increased by, listening to stories at night.  Increased children’s motivation and promote parent involvement to be monitored.  Glasgow priority in raising attainment and closing the gap. |
| Literacy- home links 0-5 years, through nursery rhymes, stories sent home, songs, cybertots visits to local library. | Oct 20  Dec 20  Feb 21  April 21  June 21 | Through children’s individual literacy trackers data will record children’s progress. Impact should show children are on track to achieving early level by end of primary1.  Children will gain knowledge and have an increased bank of words.  A passion for story reading is embedded in home life. |
| Workshops offered over couple of sessions. For parent/carers in accessing see saw at home to interact with children’s learning through digital literacy. Initially 3-5 years due to limited I pads.  . | Oct 20  Feb 21 | Feed back through questionnaires, self-evaluation.  Data gathered from baseline on parental engagement with percentage on parent/carers interaction with seesaw.3-5yrs only. |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Head Of Centre  Depute Head, Team Leader  All Child development officers  Parents/carers  Local library | Kerry the Koala chef bags are sent home to share learning with parents.  Questionnaires for parents/Staff  Baseline assessment and Graphs  individual children’s tracking, literacy/numeracy  Planning/monitoring  CPD training  Literacy and Numeracy resources |

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| **No.** | **Quality Indicator** | **Priority** |
| **3** | **2.2** | Outdoor learning and play at heart of conversation in planning for children’s return   * To promote learning for sustainability & goals (LfS) through current learning and teaching in nursery. (LFS is part of outdoor learning) |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
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| Head of Centre- Base line questionnaire to all staff gauging knowledge of LFS and what nursery already achieve in delivering LfS.  To use Learning for Sustainability (LfS) self-evaluation and improvement framework, intended to complement wider conversations around whole nursery evaluation and improvement. | May 2020  May 2021 | To gain an entry starting point of collecting data on staff knowledge of LfS. Will be collected again through questionnaire at end of all training and converted to graph to see impact.  We have identified LfS as an area for improvement in our establishment (SIP). Looking inwards, outwards and forwards, we are building a shared understanding of LfS and its relevance to our children. Evidence recorded through our self evaluation. |
| Depute Head- LfS training all staff. | May 2020  August2021 | Training material and links to further reading on LfS. To enhance staff knowledge on LfS. Through observations questionnaires staff will be confident in implementing LfS and this should be seen through children’s learning profiles and conversations.  We aim to have a collegiate learning culture within our nursery. The effectiveness of our training is evidenced by a range of reliable data demonstrating improved outcomes for Children. There will be leadership at all levels in relation to LfS. There is a strategic balance across the different aspects of global citizenship, sustainable development education, outdoor learning, participation and Children voice. All of our LfS activities will be recognised as contributions towards a coherent and holistic whole nursery approach to learning for sustainability.  Evidence through children pace challenge meeting, questionnaires to staff, moderation, children’s forum meetings. |
| LfS themes to be embedded in a few obvious curriculum areas. To connect learning across a small number of subjects or curriculum areas through one-off focus days/ theme weeks. To develop children’s skills for learning, life and work through LfS. | Sept 20  Nov 20  Feb 21  April 21 | Evidence shows LfS themes and approaches are embedded or emerging in the four contexts for learning.  All practitioners demonstrate LfS in their practice and all Children receive their entitlement to learning for sustainability. Outdoor learning is a regular, curriculum-led experience. Children engage in motivating and relevant interdisciplinary activities relating to topical LfS themes. LfS is being used to promote skills for learning, life and work including leadership and higher order thinking skills. Our children contribute effectively to the life of the school and wider community. Children’ LfS achievements are recorded, recognised and accredited, where appropriate.  Moderation activities, children tracking should show clear links to LfS. |
| Our nursery will make partnerships with local organisations, businesses and national third sector organisations including charity and voluntary groups.  Aim for some parents to be involved in our LfS work through volunteering for one-off events. | Oct 20  Jan 21  May 21 | Impact would be our nursery effectively engages with partners to promote a coherent whole nursery approach to LfS. To have a clear strategy for growing existing LfS partnerships and establishing new ones. The nursery is recognised for the active role it plays in personal development and active citizenship. LfS activities have significantly enhanced parental and community engagement. Relationships between staff, Children, parents and wider community groups are positive and mutually beneficial. Evidence through parent, children, outside agency interaction data collected from Aug 20 to May 21. |
| Ensuring wellbeing, equality and inclusion Raising attainment and achievement Creativity and employability (DYW). | Oct 20  Dec20  April21  June21 | LfS activities support our ethos and culture of participation and inclusion (linked to GIRFEC and the UNCRC). There is a strong focus on learner voice in decision-making and planning. We value and celebrate diversity and challenge discrimination and prejudice. LfS is helping to achieve the best possible outcomes for all children. Motivating and engaging LfS experiences are raising attainment and promoting a culture of achievement. Particular attention is given to removing barriers to learning and raising attainment of our most disadvantaged children. Children contribute to nursery and society as global citizens, developing an international mind-set to help them thrive in an increasingly globalised world. LfS methodologies support creativity and encourage learners to think critically, be imaginative, open-minded and solution focussed. Information about careers linked to the breadth of the LfS agenda is embedded within learning and teaching through existing work on Developing the young work force (DYW). Evidence through children tracking, DYW, children conversations, outside agencies. Recognition of awards applied for relating to LfS. |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Head Of Centre  Depute Head, Team Leader  All Child development officers  Parents/carers  Outside partners | Questionnaires for parents/Staff  Baseline assessment and Graphs, self-evaluation  individual children’s tracking, literacy/numeracy/ HWB  Planning/monitoring  CPD training  Feedback from outside partners  Children’s forum |

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| **No.** | **Quality Indicator** | **Priority** |
| **4** | **3.3** | A connection with home learning and parental engagement, which is accessible and supports blended approach to learning between home and nursery  Staff developing skills in digital technologies (seesaw app) as part of nursery’s commitment to improvement |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
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| Depute will create leaflet/letter for families in 3-5 room sharing information on use/benefits of using seesaw. At this stage will identify families who may have difficulty accessing app and alternative method for these families. | Sept 2010 | Evidence will be collected on all families who have access to engage with seesaw. This will support in measuring impact of family engagement using seesaw. Using seesaw has the potential to promote inclusion and close the attainment gap. Whilst ensuring equity for all through CFE.  Seesaw will enhance/prepare digital skills for families and children when transitioning to primary school due to digital technology being widely used as part of Scotland’s digital future. |
| Depute will set up seesaw, inputing all children’s names, skills and room names etc. Depute will show SMT how to use seesaw and upload to it. | August 2020  May 2021 | All information inputted into seesaw system, should provide seamless system for staff to use. Staff will be observed through initial discussion on using seesaw to gauge confidence levels and to input support where needed. |
| Work closely with all staff from TIREE to implement seesaw within the room. Offering CPD opportunities to make sure staff are confident using Seesaw to promote children’s learning. | August 2020  October 2020  January 2021 | Staff will use Seesaw to document and track children’s work. This means they will be able to cater for the individual needs and scaffold their learning. Seesaw allows for two-way communication between staff and parents; the translation tool will allow staff to communicate with all parents. The skills section of seesaw will allow staff to monitor learning and ensuring breadth and depth in their learning experiences. Seesaw is child friendly; this means the children can take ownership of their learning by choosing play and learning activities they would like to show on seesaw as well as staff uploading planned/spontaneous learning experiences. By using seesaw staff will require less off the floor planning time, this will have a positive impact on the children as the staff can spend more time with the children. The ease of using seesaw means that all staff will be able to use this tool. Staff will be able to revisit pages in the child’s journal over the terms and encourage the child to reflect on previous learning using the voice record option. Evidence gathered through parental/staff engagement inform of Data. |
| Seesaw workshop with parents to show them how to access their child’s and how to communicate with staff via seesaw.  Workshops may be in the format of” how too” in paper copy or outside training. | September 2020  November 2020  February 2021  April 2021 | Workshops will be used to show parents how they can use seesaw to support their child’s learning at home. The workshops will be carried out several times throughout the year to show new ideas and content. For new parents or parents whose child has just transitioned to the 3-5 room, they will have opportunities to learn about seesaw at workshops. Parents who do not have access to internet at home can have a printed copy of their child’s learning journal. Working parents who are not able to come into nursery often will be able to see what their child is learning and comment on it for the keyworker to respond to. This will make child’s learning more accessible to all and allow parents to be included in the daily lives of their child. Linking to (Scottish Family Learning Network, 2016) and Raising attainment.  Parents will be able to share moments with their child from that day or week instead of waiting till parents' evenings to look through the child’s journal.  We will be able to monitor parents' participation in seesaw and can offer support if parents are not engaging in the programme.  Data collected at each point will record parental involvement. (bar graph)  Aiming for overall 80%i involvements of parents. Figure based on limited engagement due to working parents, no access etc.  Data will record parent’s feedback and any adjustments improvements needed. |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Head of Centre  Depute Head, Team Leader  All Child development officers within Tiree  Parents/carers | Ipads for using seesaw  Paid subscription to seesaw  CPD opportunities for staff to use seesaw confidently and effectively.  Opportunities for parents to learn how to use seesaw at home with the children. Workshops throughout the year as children transition into 3-5 room or new children start.  Feedback from staff and parents on using seesaw to track children’s learning.  Questionnaires for staff and parents before using seesaw and during the year of using seesaw. |