Edinburgh Early Years Standards & Quality Report Improvement Plan 2023-24

Name of Setting	Ratho Primary School Nursery
Context	Ratho Nursery school sits within the Ratho Primary School campus in a purpose-built building. During session 22/23 the nursery comprised of an Early Years Officer, 3 Early Years Practitioners, 1 Transition EYP, a part-time Early Years Assistant and an Early Years Domestic, to help over lunch times and a 1:1 support for a ASN child. The team were supported by the Principal Teacher, who was new to Ratho Primary and teaches the P1/2 class in school. We had 31 children attending for 4 full day sessions until end December 2022 and then had 12 children move to a 5- day attendance model from January 2023, however, 4 children have returned to the 4- day model. We also had 2 children sharing 1 full time place, receiving their 1140 hours with a blended model, with a local childminder and a private nursery. We have a fenced outside area with play equipment, loose parts, story hut, area for planting and a covered wooden structure with a stage for covered play, expressive arts opportunities, or stories. The front garden has been developed to provide the children with a larger area for ride-on toys and further planting opportunities and houses a mud kitchen. The wider school grounds are extensive and include wooded areas, we used an area of this to deliver weekly mini-forest sessions, however, due to the delivery of both 4- and 5-day attendance models mini forest sessions have had to revert to fortnightly. The nursery has returned to operating much like it did pre-pandemic, re-introducing children entering and leaving from the cloakroom and allowing parents access to this area, inviting parents into the setting for regular termly Stay & Play sessions and to share their skills and/or information about their 'jobs' and holding face-to-to face parent consultations. Free flow play was re-introduced, giving children equal time and opportunities to play indoors and out.

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Summary of Standards & Quality

How good is our Leadership, Management and Staffing?

HGIOELC-	**CI: Quality Framework-**
1.3 Leadership of Change	3.1 Quality assurance and improvements are well led 4.1 Staff skills, knowledge and values

Prompt questions:

- Is our vision ambitious and challenging?
- How well does our VVAs inform our daily practice?
- Are our children and families, meaningfully involved and influence change within our setting?
- How does our quality assurance and self-evaluation approaches support:
    - planning for continuous improvement?
    - enable staff to develop and improve through reflective practice?

- The vision of the setting embraces nurturing principals, which reflects the aspirations for our children, families, and practitioners.
- Our shared values are part of our daily practice and part of daily conversations with the children, initially focusing on two key values of friendship and kindness.
- The children have gained knowledge of the values through positive praise, Barney buttons, WOW wall and star awards given at school assemblies held with P1 & P2.
- SLT, encourage all practitioners to self-reflect and evaluate practices, provision, and experiences. The nursery staff feel confident in their roles and have the knowledge that well thought out changes for a positive impact will be supported.
- Children's voice is heard in activity choices and interests to explore and learn. This is reflected in Big Floor Book.
- Parents are surveyed for their views and opinions on many areas, including, management, communication, and experiences for their child in nursery.
- The Team continuously reflects on the vision and strategy to deliver the best outcomes for the children and families.
- The PT and EYO are to establish monthly staff meetings with a set agenda for discussion.
- Our Quality Assurance calendar will be updated to take account of most children now attending the 5-day model.
- New key administrative dates for 2023-2024 are to be reviewed and added to the school annual calendar.
- A new Nursery admin. member of staff is expected to join our Nursery early in 2024.
- Planning to use more of 'Experiences and Spaces' to review learning provision.

	• Our EYO will mentor another second year EELCA student session 2023-24. • The way we collate each QI has been collated in a way which makes it easier to review and update in the future.

Next Steps:

- The PT and the nursery staff team will work together to create an updated quality assurance calendar, to support self-evaluation approaches across the next academic year. Due to the planned opening of a new Nursery building in January 2024 there will be a significant change and increase in the staff team, operating models, and number of children in the setting.

How good is our care, play and learning?

HGIOELC:	**CI: Quality Framework:**
2.3 Learning, Teaching and Assessment	1.3 Play and learning

Prompt questions:	
• How well do we provide high quality, play, learning and development opportunities? • Do we consider interactions, experiences and spaces when designing our learning environment? • Is there a clear rationale for play and learning in our setting? • Do our staff have a shared understanding of child centred, early years pedagogy? • How are children empowered to be fully involved in planning for learning? • How well do our staff gather information on children's progress to inform planning and improvement?	• All practitioners have a nurturing, holistic practice, welcoming all children, starting by building strong relationships with the children and family. We respond and plan to extend their areas of learning and interest, always reflecting to ensure activities are engaging and of a high quality. • In June 2023 we welcomed new start families for August 2023 into our setting to begin building that relationship and hear the parental views on their child's interests and areas of need. • All practitioners are highly effective at observing the children in play, tracking, and monitoring their progress using CEC trackers and Learning Journals to share high quality observations with families. Individual children are discussed as a team on a weekly basis and challenge or supports are put in place to support all learners to achieve high outcomes with any required support or input from the PT. • All practitioners respond quickly to professional judgements made and discuss with the PT, to meet the needs of individual children, either by putting in Pathway 1 support or a referral for Pathway 2 support, always bringing the family along on the journey with effective communication. Relationships with the Health Visiting team are very good. • Practitioners take responsibility for key curricular areas – literacy, numeracy, technology and health and wellbeing, evaluating the effectiveness of resources on a continuous basis, listening to the children's interests, and observing needs to achieve high standards. • The coverage of the Early Level outcomes is monitored and discussed, to ensure coverage and progression across Nursery and Primary 1 during termly Early Level meetings with the PT, P1 teachers, EYO, and Transition EYP. • Children's progress is monitored at regular times throughout the year when trackers are updated and when the team meet to reflect prior to parent

	consultations and formally reporting observations. Any concerns are raised at our weekly meetings in a timely manner. • Outdoor learning is always a priority, we continually review our garden spaces and are continuing to develop our mini forest experiences. • Families have requested more information on their child's learning. This request will be reviewed with our new cohort. • We will have a focus on Health and Well Being next session as we will be moving to our new setting. • Increasing the number of high quality observations made (in response to an Inspection Follow Through Visit from the Early Years Leadership Team staff in December 2022).
Next Steps: • PT will work with the EYO and Early Level team to ensure curriculum coverage and progression across nursery and Primary 1. • PT will monitor reporting to parents. • Mini forest experiences will be reinstated to weekly sessions in line with stakeholders' feedback.	

How good are we at ensuring the best possible outcomes for all our children?

HGIOELC:	**CI: Quality Framework:**
3.1 Ensuring Wellbeing, Equity and Inclusion	1.1 Nurturing care and support
3.2 Securing Children's Progress	4.1 Staff skills, knowledge and values

Prompt questions:	

• To what extent are *GIRFEC* principles reflected in the work of our setting?
• How well are our children nurtured and supported throughout their daily experiences?
• How well do staff support children's well-being through compassionate and responsive care?
• Are children's individual well-being benefiting from effective use of personal planning?
• How explicitly is the UNCRC rights of the child understood and embedded within our practice?
• How do we actively promote equity across all aspects of our work?
• How do we ensure that:
  ○ children are making good progress?
  ○ staff are aware of children's progress over time?
• How effectively do we share children's progress and achievements with families?
	• We have the rights of the children at the heart of our practice, ensuring everyone is well cared for and nurtured and have been responding sensitively and in a timely manner to any concerns related to the children in their home environments. In doing this it is not just the child but the whole family that has felt supported. We have raised concerns and arranged CPMs to discuss with the support agencies and have agreed targets in place.
	• Working in keyworker groups, the children have a dedicated member of staff helping to ensure their social, emotional, and cognitive development. As a team we plan for engaging and high-quality experiences to support and challenge all.
	• During each day there are times for quiet play and rest if required with sleep mats provided.
	• Children on the CPM cycle are regularly reviewed to ensure their personal targets are being monitored and evaluated.
	• We are focusing on developing the children's knowledge of UNCRC. Children's rights will be revisited with our returning children and be introduced to the new cohort of children.
	• We promote equity and inclusion, by ensuring everyone is included with the appropriate resources or clothing provided.
	• We are going to embed the Emotions 'Check In' routine every morning to support the returning learner's emotional wellbeing and introduce this to the new cohort.
	• We monitor and track progress in literacy, numeracy and health and wellbeing, using CEC trackers, gathering evidence in floor books and in professional

	observations shared with families verbally or through the online Learning Journals platform. • We monitor children for being on track within Early Level or if additional supports or greater challenge will be required in Primary 1. • Information is recorded on school wide formats and on Seemis Pastoral notes. • All practitioners have an area of the curriculum to focus on and evaluate the resources across the nursery setting, this ensures language, mathematics and wellbeing are being considered in all areas of the nursery indoors and outdoors. • Parents are involved in understanding their child's progress, they are our partners in reviewing progress and any concerns. We share this through conversations, observations, my learning plan, formal reports, and parent consultations. • We work with specialists to ensure progress for all. • Staff engage with CLPL for areas of personal interest, to support whole nursery improvement and essential practices. The Transition EYP has undertaken Peep training and will deliver a 'Transition to P1' block in the final term next session. • Offering a support session to help new families to engage with Learning Journals, to view and comment on how to share wider achievements. • Snack food has been evaluated and changes made to provide a good balance across the day with the lunch provided. Celebration food has been reviewed and changes implemented. • Parental engagement is a priority and we have adapted practices to include parents in their child's learning and experiences. • Families have requested more information on their child's learning. This request will be reviewed with our new cohort. • We will have a focus on Health and Well Being next session as we will be moving to our new Nursery building. • Increasing the number of high- quality observations made (in response to an Inspection Follow Through Visit from the Early Years Leadership Team staff in December 2022).

	• Digital technology needs to be more readily available for all our children and more of it e.g., pupil I pads and digital cameras. • To re-assess our forest experience offering to explore if we can offer weekly visits next session. • To develop our current outdoor learning space to enable it to be used more regularly and with a larger variety of experiences on offer. • To review and identify how to engage parents more in the daily Nursery routines and activities.

Next Steps:

- Develop and embed the knowledge of the children in understanding the UNCRC rights of the child.
- Re-introduce Peep sessions to support parental engagement.
- Continue to re-establish links with the local community.

Summary of Quality Indicator Evaluations:

Self-Evaluation of Quality Indicators: **(6 Excellent,5 Very Good, 4- Good, 3 Satisfactory, 2 Weak, 1 Unsatisfactory)**		**Care Inspection Evaluations** **(6 Excellent,5 Very Good, 4- Good, 3 Adequate, 2 Weak, 1 Unsatisfactory)** **Date of Inspection: 28th November 2016**	
1.3 Leadership of Change	5	Quality of Care & Support	6
2.3 Learning, Teaching & Assessment	4	Quality of Environment	Not assessed
3.1 Wellbeing, Equality & Inclusion	5	Quality of Management & Leadership	6
3.2 Ensuring Children's Progress	4	Quality of Staffing	Not assessed

Ratho Primary School Nursery

Renewal / Improvement Plan 2023-2024

Action Plan # 1-Leadership, Management and Staffing	**Overall Responsibility**	Head Teacher, Principal Teacher Early Level and EYO

Priorities Identified:	**HGIOELC-** 1.2 Leadership of Change **CI: Quality Framework-** 3.1 Quality assurance and improvements are well led 4.1 Staff skills, knowledge and values
Outcomes:	The leadership of the nursery, welcoming of new staff and self-evaluation practices will have a positive impact on the experiences for the children and families.

HGIOELC QIs: *1.3*			**Care Inspectorate QIs: *3.1 & 4.1***	
Tasks-	**By Whom**	**Resources:**	**Time-line**	**Review and Impact of Progress**
Continue to reflect and improve on leadership practices. A new leadership to be established in 2024. PT and EYO to establish monthly planning and self-evaluation meetings. PT and the nursery staff team will create an updated quality assurance calendar, to support self-evaluation approaches across the next academic year. PT, Nursery team will create an annual calendar for key nursery administrative dates.	PT, EYO, EYPs, EYO	Education Scotland: How Good is our Early Learning and Childcare? **(HGIOELC)** Education Scotland: Realising the Ambition: Being me? **(RtA)** Care Inspectorate: Early Learning and Childcare Quality Framework **(CI: Quality Framework)** ELC Improvement Hub- Supporting Quality.	Review termly from August 2023	

Support and mentor a second year EELCA student. Continue to evaluate against the key quality indicators from HGIOELC and the new CI Quality Framework. Involve parents/carers in decision making process of a new nursery vision.		Quality Assurance Calendar template		

Action Plan # 2-Curriculum and Pedagogy			**Overall Responsibility**	Head Teacher, Principal Teacher Early Level and EYO
Priorities Identified:	**HGIOELC:** 2.3 Learning, Teaching and Assessment **CI: Quality Framework:** 1.3 Play and learning			
Outcomes:	The children will be supported to develop literacy, numeracy, technology and outdoor skills through high-quality experiences and their progress will be tracked and shared with families.			
HGIOELC QIs: *2.3*			**Care Inspectorate QIs: *1.3***	
Tasks	**By Whom**	**Resources:**	**Time-line**	**Review and Impact of Progress**
Continue to reflect on the learning and provision with the new cohort of children's needs and ensure quality curriculum experiences across Early Level and progression from nursery to Primary 1. Reflect on the delivery of Health and Wellbeing in terms of experiences and resources and transition to Primary 1. Develop transition to new nursery building plans for all children, with an enhanced transition for ASN children. Continue to deliver high quality observations and formal reporting comments to parents. PT to support. To develop the use of digital literacy.	PT, EYO, EYPs, EYA	Realising the Ambition: Being Me Refreshed Curriculum for Excellence Narrative- Education Scotland Planning with Children – CEC resource 2020 Communication and Literacy guidance and associated CLPL Out to Play: Practical guidance for creating outdoor play experiences in early learning and childcare (www.gov.scot) My World Outdoors- Care Inspectorate	Review Termly	

Continue to review the frequency of forest experiences with stakeholder views. Increase the use of the front garden space. Respond to children's interests in a timelier manner where possible. Re-establish links with the community and its facilities.		CEC Edinburgh Early Years – Digital Pedagogy Self-evaluation toolkits, CLPL. Kindles, iPads Staffing and safe forest site, outdoor resources, waterproof clothing for children. Link to Up, UP and Away Training Materials		

Action Plan # 3- Ensuring the best possible outcomes for our children?				**Overall Responsibility**	Head Teacher, Principal Teacher Early Level and EYO
Priorities Identified:	**HGIOELC:** 3.1 Ensuring Wellbeing, Equity and Inclusion 3.2 Securing Children's Progress **CI: Quality Framework:** 1.1 Nurturing care and support 4.1 Staff skills, knowledge and values				
Outcomes:	The children will develop their understanding of the UNCRC Children's Rights. Families will share in their child's nursery experiences in person.				
HGIOELC QIs: *3.1 3.2*				**Care Inspectorate QIs: *1.1 4.1***	
Tasks-		**By Whom**	**Resources:**	**Time-line**	**Review and Impact of Progress**
Continue to develop and embed Children's Rights with the new cohort. Embed Emotions 'Check In' routine with new cohort. Engaging new families with Learning Journals. Continue to offer regular Stay and Play sessions. Re-introduce at least 1 block of Peep sessions with the priority being Nursery to P1. Develop a calendar of festivals our families celebrate and ensure we celebrate these within the setting.		PT, EYO, EYPs, EYA	Edinburgh Learns Health and Wellbeing Framework Recognising and realising children's rights: A professional learning resource to promote self-evaluation and improvement planning | Learning resources | National Improvement Hub (education.gov.scot) Peep resources Working in Partnership with Parents.– CLPL	Review termly	

Increase frequency of baking activities. Review snack menu to take account of Autumn/Winter & Spring/Summer seasons. First Aid Training/Paediatric First Aid Training for all staff who require it. Implement new CEC Personal Plan document for new cohort. Review toileting procedures when new building operational. Respond to children's interests and wishes in a timelier manner where possible. The interests of quieter children should be sought on a regular basis. Trackers updated regularly. Encourage parents to share wider achievements on LJ's. Increase number of observations across year. Encourage more parent involvement within the setting.		What and Why working with parents is important– Narrated PPT Setting the Table and Food Matters.		

Area for Improvement	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Comment
Plan 1 Leadership and Management	Leadership of change Quality Experiences Equality	Leadership at all levels and Quality Improvement.	Leadership at all levels with new build Revisit Vision, Values and Aims	
Plan 2 Learning Provision Play, outdoor, digital	Curriculum focus on Health and Wellbeing.	Coherence and progression across the Early Level Curriculum from Nursery to Primary 1. Focus on Numeracy. Quality observations and reporting.	Transition to the new building, focus on Literacy. Edinburgh's Empowered Learning Plan. Outdoor learning and Forest experiences.	
Plan 3 Successes and Achievements Wellbeing Parental Engagement	High quality observations on Learning Journals. Emotions Talks	Embed UNCRC and Rights based approaches. Parental Engagement in person.	Ensure smooth transitions for the new building for all stakeholders. Continue UNCRC work with the children.	