

Forfar Early Learning and Childcare Centre Improvement Plan 2024/25

Target 24/25	Actions	Officer Responsible	Timescale
<p>Create safe and inspiring places to learn, where children are respected, their talents are nurtured, and they are able to thrive.</p>	<ul style="list-style-type: none"> • Ensure an understanding that rights are inherent, inalienable, indivisible, universal and unconditional. • Develop documentation to link to and reflect the values and articles of the CRC so that improvement priorities and relevant policies include reference to children's access to specific rights. • Support families and the wider community to learn about and understand the CRC and engage with our rights respecting journey. • Create opportunities to explore the concepts of fairness, equity, and dignity. • Explore and celebrate diversity in a range of ways. • Begin to build racial literacy. • Ensure children's views are taken into account and acted upon when decisions are made. • Create opportunities to campaign to make positive change locally and/or globally. • Ensure children's education promotes respect for the environment, and children contribute to Learning for Sustainability. 	<p>Paula Anderson</p>	<p>June 2025</p>
Target 24/25	Actions	Officer Responsible	Timescale
<p>All children will be supported to develop their attention skills, and most will be observed to be making progress in their attention milestones.</p>	<ul style="list-style-type: none"> • Embed higher order questioning and quality interactions into practice to encourage enquiry and curiosity. • Ensure provocations provoke interest and maintain engagement. • Ensure a seamless flow of learning opportunities and quality interactions are provided for children daily indoors and outdoors. • Through Senior Champion roles continue with working party groups to drive forward improvements for positive outcomes for all children. • Continue to embed a communication friendly environment by utilising Makaton, Boardmaker, visuals, objects of reference, now and next, etc. 	<p>Paula Anderson</p>	<p>June 2025</p>

	<ul style="list-style-type: none">• Provide professional development opportunities for all staff to enhance practice and increase knowledge and understanding.• Ensure high quality observations are recorded and link to national and local documentation.• Through collegiate working collaborate across settings to moderate observations to ensure high quality learning is captured and effectively recorded.• Continue with robust responsive planning to ensure learning is child led with appropriate adult initiated learning opportunities.• Continue to provide opportunities for interventions including Cosy Corner, Play on Pedals, Lego Therapy, Attention Autism, Tap Tap Box, etc.• Record and track developmental milestones.• Embed Solihull serve and return, and collaborate with other settings to collegiately work together to enhance quality interactions.• Apply skills gained through Elklan to support the speech, language and communication development of all children.• Ensure effective support and strategies are in place which are improving progress for all children, with a focus on those with additional support needs.• Apply approaches such as Helicopter Stories, to encourage children to use descriptive language in their play, and improve language development, and emergent literacy indoors and outdoors.		
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