

Forfar Early Learning and Childcare Centre Improvement Plan 2021/22

AIM: By June 2022, all children will have been supported with any learning and development deficit and 85% will achieve most of their milestones.	
HGIOELC: 1.1, 1.2, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	HSCS: 1.10, 1.12, 1.22, 1.25, 1.27, 1.28, 1.30, 1.31, 1.32, 2.8, 2.11, 2.15, 2.18, 2.19, 2.22, 2.27, 3.7, 3.8, 3.9, 3.10, 3.14, 3.20, 3.25, 4.2, 4.3, 4.5, 4.7, 4.8, 4.11, 4.15, 4.19, 4.23, 4.27, 5.1, 5.11, 5.17, 5.18, 5.19, 5.20

TASK	OUTCOME
Views gathered regularly: questionnaires, parent chats, networking.	<ul style="list-style-type: none"> The views of children, parents/carers and families are effectively used to improve the life and work of the setting. Parents/carers have regular opportunities to support improvement by participating in a range of formal and informal activities.
'You said.... We did...' Acting on views of children/parents/partners.	<ul style="list-style-type: none"> Everyone involved with the settings community has a shared understanding of its strengths and improvement needs.
Professional Learning – Reviews, PRD, SSSC, INSET, CPD.	<ul style="list-style-type: none"> Professional learning activities for all practitioners are clearly linked to the results of self-evaluation and identified areas for improvement. All practitioners participate in high quality individual and collective professional learning which improves outcomes for children and families.
Regular evaluation against HGIOELC, Realising the Ambition: Being Me, and Care Inspectorate	<ul style="list-style-type: none"> Our practitioners are inward, outward and forward looking in their evaluation and improvement activities.
Children have weekly access to the local environment.	<ul style="list-style-type: none"> We create rich and meaningful opportunities for our children to be active participants in the community.
Regular audits of environment focusing on literacy	<ul style="list-style-type: none"> All of our practitioners are actively engaged in continuously evaluating and improving our setting.
Family Learning opportunities: PEEP, Bookbug and any identified opportunities to support families and children. (As restrictions allow)	<ul style="list-style-type: none"> Family learning promotes equality and diversity. Approaches seek to include all, especially those who may face barriers to their involvement. Family learning approaches take account of the developmental stages of children in the family.
High quality observations linking to national and local guidance (benchmarks, E&O's, Pre-birth to 3, etc.) with SMART next steps.	<ul style="list-style-type: none"> Practitioners, children and parents/carers share and use a range of assessment information to improve learning and development, and to reflect on the quality of practice. High quality observations take place naturally during everyday activities and interactions.
Quality planning that involves a shared dialogue to ensure consistency across the centre.	<ul style="list-style-type: none"> Planning strongly reflects children's ideas and interests and shows how practitioners very effectively respond to and promote their creativity, inquiry and curiosity.

	<ul style="list-style-type: none"> Children can talk about their learning and achievements with practitioners and peers.
Monthly tracking reports and evaluations highlight gaps in learning which informs planning for next steps in each child's learning journey.	<ul style="list-style-type: none"> All practitioners have a clear focus on monitoring and evaluating the quality of children's learning and on tracking their progress and achievements. Planning for progression in children's learning is in place and continuity and progression in learning is secured for children within and beyond the setting. Assessment is an integral part of the learning and teaching and is used effectively to plan high quality learning experiences for all children. Tracking and monitoring of children's progress is well understood and used effectively to secure improved outcomes for all children. Information on every child is showing almost all children are making very good progress in literacy, numeracy and health and wellbeing as appropriate to their developmental stage.
Children are supported through periods of change with effective use of visual symbols and communication tools, i.e. Boardmaker symbols, Makaton.	<ul style="list-style-type: none"> There is clear evidence of a wide range of strategies in use to support children to take responsibility for their own learning and progress. There is a clear focus on the development of children's skills in early language. Universal and targeted support is fully embedded/ It has a positive impact on children's progression and development.
SHANARRI wellbeing indicators are visible throughout the setting and the language is used daily to promote wellbeing and encourage discussions on emotions	<ul style="list-style-type: none"> Managers and leaders ensure that all practitioners know, understand and use the wellbeing indicators in a meaningful way. Our young children show a developing understanding of the wellbeing indicators. Children are encouraged to be exploring the thoughts, feelings, attitudes, values and beliefs that influence their lives and relationships in a developmentally appropriate way.
High order questioning and quality interactions embedded into practice to encourage enquiry and curiosity.	<ul style="list-style-type: none"> There is clear evidence of a wide range of strategies in use to support children to take responsibility for their own learning and progress. Practitioners have a clear understanding of how children learn. Their actions encourage high quality adult/child interaction. There is an emphasis on talk and shared thinking. Practitioners support the development of children's thinking skills through scaffolding, modelling, questioning and making their own thinking skills. Practitioners are highly skilled in posing questions which encourage enquiry and curiosity.
Working Party Groups established to support practitioner and setting development and provide leadership opportunities.	<ul style="list-style-type: none"> There is a strong ethos of improvement through sharing practice, and through peer support and challenge.

<p>Robust planning and high quality observations for 2 year olds fully embedded.</p>	<ul style="list-style-type: none"> • Everyone understands what the setting is trying to achieve through the design of the curriculum they offer. • We use knowledge of how children learn, for example schema, when making observations of children and as a basis for future planning.
<p>Developmental milestones recorded and tracked three times throughout academic year.</p>	<ul style="list-style-type: none"> • There is a clear focus on the development of children's skills in early language. • Tracking and monitoring of children's progress is well understood and used effectively to secure improved outcomes for all children. • Practitioners make confident judgements about children's progress and it is shared and agreed through appropriate discussions.
<p>Cosy Corner sessions working with nurture team and EAL to develop language skills.</p>	<ul style="list-style-type: none"> • There is a clear focus on the development of children's skills in early language. • Children requiring additional support have high quality, individualised plans. Careful monitoring and review ensures that identified support strategies have a positive impact on learning and development.
<p>My World reviews</p>	<ul style="list-style-type: none"> • Creative approaches, which are well matched to the needs of families, are used to engage families throughout their contact with the setting. • Practitioners sensitivity and responsiveness significantly contributes to the wellbeing of each individual child and their family. • Parents are fully involved in understanding their child's progress. They are valued partners in identifying and reviewing progress and achievements.
<p>Our outdoor environment features high quality literacy opportunities.</p>	<ul style="list-style-type: none"> • The learning environment, including the provision of open ended and natural resources and the adaptability of space, encourage creativity. The structure and flexibility of the day also nurture creativity.
<p>Planning is consistent and focuses on meeting children's developmental and learning needs.</p>	<ul style="list-style-type: none"> • Practitioners make sound judgements about children's progress and respond quickly to ensure learning opportunities meet the needs of individuals. • Almost all children make very good progress through experiences that promote holistic learning. They are developing their social, emotional, physical and cognitive skills very well.