

## Forfar Early Learning and Childcare Centre Improvement Plan 2023/24



<b>AIM:</b> By June 2024, we will have Rights Respecting Schools Accreditation.	
<b>HGIOELC:</b> 1.1, 1.2, 2.3, 2.4, 2.5, 3.1	<b>HSCS:</b> 1.1, 1.12, 2.3, 2.27, 3.14,

MEASURES	TIMESCALE	EXPECTED OUTCOME	EVALUATION
Evaluation against documentation	Termly	<ul style="list-style-type: none"> <li>• We take account of relevant local, national and international advice and research. This enables us to make thoughtful changes and innovations.</li> <li>• We follow a clear process when putting new initiatives into practice, which includes regular opportunities for reflection and evaluation of progress.</li> </ul>	
Working Party Groups	Monthly	<ul style="list-style-type: none"> <li>• There is a strong ethos of improvement through sharing practice, and through peer support and challenge.</li> </ul>	
CLPL	Ongoing	<ul style="list-style-type: none"> <li>• All practitioners participate in high quality individual and collective professional learning which improves outcomes for children and families.</li> <li>• Professional learning opportunities are well planned and matched to identified needs and draw on local, national, and international evidence and research. Practitioners are confident in discussing how they have improved their practice as a result of their own professional learning activities.</li> </ul>	
Rights are embedded in life of the setting	Ongoing	<ul style="list-style-type: none"> <li>• Needs and interests of children at the centre of their play and learning.</li> <li>• The ethos and culture of our setting demonstrates a strong commitment to children's rights.</li> <li>• All children feel valued, safe and secure.</li> <li>• Children make informed choices about their learning and they have a key role in leading their own learning within a supportive nurturing environment.</li> </ul>	
Our RRSA journey is displayed and visible.	Ongoing	<ul style="list-style-type: none"> <li>• We maintain effective records of the impact of professional learning and development and create a clear professional learning action plan.</li> <li>• We make very good use of children's ideas and interests to help shape the learning environment and experiences.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Taking very good account of children's age and stage of development, practitioners are flexible and responsive in their approach as they encourage children to discuss and plan their learning, enjoy their successes and share their achievements.</li> </ul>	
Rights are linked to SHANARRI	Ongoing	<ul style="list-style-type: none"> <li>• We actively promote the wellbeing of all our children and can demonstrate that they are being supported to feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</li> <li>• In a developmentally appropriate way, children show consideration for others and have positive relationships with each other and practitioners.</li> </ul>	
Parents informed of our journey	Termly	<ul style="list-style-type: none"> <li>• Our setting values the contribution parents/carers and families make to children's learning.</li> <li>• We consult with parents/carers and work in partnership with other services to share relevant information on individual family's needs and factors affecting our community.</li> </ul>	
Nurture groups, cosy corner, play on pedals, Lego therapy etc.	Weekly	<ul style="list-style-type: none"> <li>• In our setting, children receive high quality universal support.</li> <li>• Within our setting, each child has regular interactions, and where developmentally appropriate, learning conversations with a supportive adult who knows them well.</li> <li>• Practitioners increase their ability to meet the diverse development and learning needs of each child through effective use of professional learning, learning support and specialist resources.</li> <li>• Targeted interventions are effective and lead to positive outcomes for children.</li> </ul>	
Stay and Play	Termly	<ul style="list-style-type: none"> <li>• Parents/carers are supported to regularly and meaningfully engage in their children's learning at home and within the early learning and childcare setting.</li> </ul>	

<b>AIM:</b> In session 2023/24, we will increase practitioner knowledge in outdoor learning and ensure our outdoor environment provides high quality learning experiences.	
<b>HGIOELC:</b> 1.1, 1.2, 1.5, 2.2, 2.3, 2.5, 3.3	<b>HSCS:</b> 1.25, 1.30, 1.31, 1.32, 2.27

MEASURES	TIMESCALE	EXPECTED OUTCOME	EVALUATION
Evaluation against documentation	Termly	<ul style="list-style-type: none"> <li>Our practitioners are inward, outward and forward looking in their evaluation and improvement activities.</li> </ul>	
Working Party Groups	Monthly	<ul style="list-style-type: none"> <li>There is a strong ethos of improvement through sharing practice, and through peer support and challenge.</li> </ul>	
Audits	Termly	<ul style="list-style-type: none"> <li>All of our practitioners are actively engaged in continuously evaluating and improving our setting.</li> </ul>	
CLPL	Ongoing	<ul style="list-style-type: none"> <li>All practitioners participate in high quality individual and collective professional learning which improves outcomes for children and families.</li> <li>Professional learning opportunities are well planned and matched to identified needs and draw on local, national, and international evidence and research. Practitioners are confident in discussing how they have improved their practice as a result of their own professional learning activities.</li> </ul>	
Develop grab bags	Term1	<ul style="list-style-type: none"> <li>We make the best use of available resources to create, sustain and enhance a motivating environment for effective learning.</li> </ul>	
Restructure garden	Ongoing	<ul style="list-style-type: none"> <li>There are well-appointed areas for children to engage in energetic activities inside and out.</li> <li>Our resources are used effectively and managed in a sustainable way that offers children choice and promotes independent learning.</li> <li>We offer a wide range of resources to support and challenge children and to engage them in their learning across all aspects of their development.</li> </ul>	
Utilise the local community and environment to explore and learn.	Weekly	<ul style="list-style-type: none"> <li>We very effectively build on the prior and continuous learning of our children, within and beyond the setting.</li> <li>Children are provided with rich, relevant experiences to enhance their play and practise skills, explore the world around them and develop knowledge and understanding in their own way and in their own time.</li> </ul>	

		<ul style="list-style-type: none"> <li>We provide very good opportunities to support the development of children's skills for life and learning, and an awareness of the world in which they live and grow.</li> </ul>	
Robust Responsive Planning	Weekly	<ul style="list-style-type: none"> <li>Everyone understands what the setting is trying to achieve through the design of the curriculum they offer.</li> <li>There is clear focus on the development of children's skills in early language and mathematics.</li> </ul>	
Planning is consistent and focuses on meeting children's developmental and learning needs.	2 Weekly	<ul style="list-style-type: none"> <li>We use our knowledge of how children learn, for example schema, when making observations of children and as a basis for future planning.</li> <li>Practitioners make sound judgements about children's progress and respond quickly to ensure learning opportunities meet the needs of individuals.</li> </ul>	
High quality observations linking to national and local guidance (benchmarks, E&O's, Realising the Ambition, etc.)	Daily	<ul style="list-style-type: none"> <li>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.</li> <li>High quality observations take place naturally during everyday activities and interactions.</li> </ul>	
Stay and Play	Termly	<ul style="list-style-type: none"> <li>Parents/carers are supported to regularly and meaningfully engage in their children's learning at home and within the early learning and childcare setting.</li> </ul>	
Higher order questioning and quality interactions embedded into practice to encourage enquiry and curiosity.	Daily	<ul style="list-style-type: none"> <li>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.</li> <li>Practitioners are highly skilled in posing questions which encourage enquiry and curiosity.</li> </ul>	

**AIM:** In session 2023/24, we will support our youngest learners to develop their communication skills.

**HGIOELC:** 1.1, 1.2, 1.5, 2.2, 2.3, 2.4, 3.2

**HSCS:** 1.30, 1.31, 2.8, 2.10, 2.27

MEASURES	TIMESCALE	EXPECTED OUTCOME	EVALUATION
Evaluation against documentation	Termly	<ul style="list-style-type: none"> <li>Our practitioners are inward, outward and forward looking in their evaluation and improvement activities.</li> </ul>	
Working Party Groups	Monthly	<ul style="list-style-type: none"> <li>There is a strong ethos of improvement through sharing practice, and through peer support and challenge.</li> </ul>	
CLPL	Ongoing	<ul style="list-style-type: none"> <li>All practitioners participate in high quality individual and collective professional learning which improves outcomes for children and families.</li> <li>Professional learning opportunities are well planned and matched to identified needs and draw on local, national, and international evidence and research. Practitioners are confident in discussing how they have improved their practice as a result of their own professional learning activities.</li> </ul>	
Communication boards	Term 1	<ul style="list-style-type: none"> <li>Displays contribute to a stimulating environment that supports effective learning and celebrates achievement.</li> </ul>	
Boardmaker	Term 1	<ul style="list-style-type: none"> <li>All practitioners take responsibility for developing early literacy skills across the curriculum.</li> <li>High priority is given to the development of children's skills in communication, and early language.</li> <li>In our setting, practitioners take positive and proactive steps to ensure that potential barriers to learning and development are minimised.</li> </ul>	
Objects for reference resources	Term 1	<ul style="list-style-type: none"> <li>We make the best use of available resources to create, sustain and enhance a motivating environment for effective learning.</li> <li>Resources are fit for purpose and are developmentally appropriate to children's stage of development.</li> </ul>	
Environmental print	Term 1	<ul style="list-style-type: none"> <li>We have a very good understanding of child development and early learning pedagogy and skilfully put this into practice.</li> <li>High quality appropriate early language experiences are used well to promote and enhance learning.</li> </ul>	

Peer Moderation and collegiate working	Termly	<ul style="list-style-type: none"> <li>• There is a strong collegiate learning culture in our setting demonstrated through for example peer learning, constructive feedback and high-quality professional dialogue.</li> </ul>	
Quality interactions embedded into practice to encourage enquiry and curiosity.	Daily	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Practitioners are highly skilled in posing questions which encourage enquiry and curiosity.</li> </ul>	
High quality observations linking to national and local guidance (benchmarks, E&O's, Realising the Ambition, etc.)	Daily	<ul style="list-style-type: none"> <li>• 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.</li> <li>• High quality observations take place naturally during everyday activities and interactions.</li> </ul>	