

Forfar Early Learning and Childcare Centre Improvement Plan 2022/23

AIM: All children aged 3-5 will be supported with developing their fine motor skills and over 75% will be observed to be making progress by June 2023.	
AIM: All children aged 3-5 will be supported with developing their numeracy skills and over 75% will be observed to be making progress by June 2023.	
AIM: All 2 year old children will be supported with developing their gross motor skills and the majority will be observed to be achieving most of their gross motor skills milestones by June 2023.	
HGIOELC: 1.1, 1.2, 2.2, 2.3, 3.2, 3.3	HSCS: 1.6, 1.14, 1.17, 1.19, 1.25, 1.27, 1.30, 1.31, 1.32, 2.8, 2.19, 2.21, 2.22, 2.24, 2.25, 2.27, 3.7, 3.9, 3.10, 3.14, 3.15, 3.19, 4.3, 4.7, 4.8, 4.11, 4.15, 4.16, 4.19, 4.23, 4.24, 4.25, 4.27, 5.1, 5.6, 5.11, 5.17

TASK	HGIOELC	TIMESCALE	OUTCOME	EVALUATION
Working Party Groups	1.1	<ul style="list-style-type: none"> Monthly 	<ul style="list-style-type: none"> There is a strong ethos of improvement through sharing practice, and through peer support and challenge. 	
Numeracy Audits	1.1	<ul style="list-style-type: none"> Termly 	<ul style="list-style-type: none"> All of our practitioners are actively engaged in continuously evaluating and improving our setting. 	
Evaluation against HGIOELC, Realising the Ambition: Being Me, and Care Inspectorate: A Quality Framework.	1.1	<ul style="list-style-type: none"> 2 weekly 	<ul style="list-style-type: none"> Our practitioners are inward, outward and forward looking in their evaluation and improvement activities. 	
Professional Learning <ul style="list-style-type: none"> Sensory Spaces Observing Children's Learning Visuals for all Managing Challenging Behaviours Late Talkers EAL Numeracy in Realising the Ambition Mathematics Across the Curriculum Exploring Maths Outdoors Now I am 2 	1.2	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> All practitioners participate in high quality individual and collective professional learning which improves outcomes for children and families. 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. 	
Robust Responsive Planning	2.2	<ul style="list-style-type: none"> Weekly 	<ul style="list-style-type: none"> Everyone understands what the setting is trying to achieve through the design of the curriculum they offer. 	

			<ul style="list-style-type: none"> • There is clear focus on the development of children's skills in early language and mathematics. 	
Tracking reports, and together time highlight gaps in learning which informs planning and next steps in each child's learning journey.	2.3	<ul style="list-style-type: none"> • Monthly 	<ul style="list-style-type: none"> • 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. 	
Planning is consistent and focuses on meeting children's developmental and learning needs.	2.3	<ul style="list-style-type: none"> • Weekly 	<ul style="list-style-type: none"> • We use our knowledge of how children learn, for example schema, when making observations of children and as a basis for future planning. • Practitioners make sound judgements about children's progress and respond quickly to ensure learning opportunities meet the needs of individuals. 	
High quality observations linking to national and local guidance (benchmarks, E&O's, Realising the Ambition, etc.)	2.3	<ul style="list-style-type: none"> • Daily 	<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. 	
Developmental milestones recorded and tracked	3.2	<ul style="list-style-type: none"> • November, February, and May 	<ul style="list-style-type: none"> • 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. • 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. • High quality appropriate early language, mathematics and health and wellbeing experiences are used well to promote and enhance learning. 	

			<ul style="list-style-type: none"> Practitioners make confident judgements about children's progress and it is shared and agreed through appropriate discussions. 	
My World Reviews	3.2	<ul style="list-style-type: none"> Six weeks after starting, and then six monthly 	<ul style="list-style-type: none"> High aspirations for achievement are shared by children, practitioners and parents. Parents are fully involved in understanding their child's progress. They are valued partners in identifying and reviewing progress and achievements. 	
Higher order questioning and quality interactions embedded into practice to encourage enquiry and curiosity.	3.3	<ul style="list-style-type: none"> Daily 	<ul style="list-style-type: none"> 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. 	