

Framework for Centre Improvement Planning 2023/2024

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Colquhoun Park Early Years Centre
Head Teacher / Depute Head of Centre	Claire Loney Kady Tamburrini / Anne Maria Mirren
Link EY QIO	Leona Stewart

Centre Statement: Vision, Values & Aims and Curriculum Rationale
<p>Colquhoun Park Early Years Centre is based in Bearsden West and is an integral part of the wider Colquhoun Park Primary School community.</p> <p>Our Care inspectorate registration affords us the capacity to accommodate 48 children aged 3 to 5 years and 10 children aged 2 to 3 years at any one time in centre. We currently have 48 children aged 3 to 5 years and 7 children aged 2 to 3 years on our role. 10.5% of our children are fee paying, and 2.2% access additional hours as allocated at a Locality Panel meeting. 100% of children attending centre eligible for 1140 funded hours have been offered and are receiving their entitlement.</p> <p>We are open 8am to 6pm for 50 weeks of the year closing only for public holidays, in service days and the period between Christmas and New Year.</p> <p>Our staff team consists of Head Teacher, two job share Depute Head of Centre, two job share Senior Early Years Worker, 2 part time Teachers, 5 full time Early Years Workers, 7 part time Early Years workers, Early Years Support Worker, 2 part time Clerical Workers and Housekeeper. The centre is serviced by two part time day cleaners who work as part of the Facilities Management Team.</p> <p>OUR VISION</p> <p>Children will develop emotional resilience in a safe and nurturing, play based environment, where they are supported and encouraged to be the best version of themselves.</p> <p>Our ethos promotes a sense of curiosity and heightened wellbeing, both indoors and out, recognising individual achievements and the need for a holistic approach.</p>

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OUR VALUES

CREATIVITY

We nurture the expression of individuality and embrace all types of play and enjoyment.

RESPECT

We value and appreciate children, families and the wider community associated with our centre.

ACHIEVING

We recognise and celebrate all achievements, providing challenge and support to realise children's full potential

BELONGING

We create a safe space where relationships and environment nurture all children and families

OUR AIMS

We aim to promote positive, open, and honest communication to maintain and secure effective relationships and to work in partnership to achieve positive outcomes for all.

We aim to encourage independence and confidence, supporting children to become successful learners, and to build their resilience to navigate the wider world around them.

We aim to promote curiosity through active learning opportunities and discovery.

We aim to ensure that children are safe and secure in an inclusive environment.

Our highly motivated staff team aim to deliver the highest quality of education ensuring we meet the needs for all our learners. We have extremely high standards and expectations of all learners. Nurture and play are at the core pedagogical approach and underpins everything we do.

We recognise the importance of a well-educated staff team and strive to provide and access learning opportunities which support staff members continuous personal development. Teamwork and communication are paramount to ensuring a shared

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understanding of children's stage of development and key areas of the curriculum. Tracking meetings in relation to children's progress enable us to monitor attainment and equity in regard to curricular delivery and learning opportunities for our children.

Positive relationships and effective communication with families is vital in improving outcomes for children. Barriers to learning are identified and interventions and supports put in place to ensure children progress at their own pace and their progress is secured. Partnership working with families and outside agency ensure collegiate working, securing the best possible outcomes for all. Parents/carers are encouraged and supported to take an active role in their child's learning and development. Interactive family sessions with our Triple P trained Family Champion, and 1:1 opportunity to gain information/guidance on how to support children's learning and development is readily available in centre, and open to all.

Parents views are actively sought, forming a vital part of our self-evaluation process, informing future provision and the direction of the centre.

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2023/2024	2024/2025	2025/2026
Improve the wellbeing of children, families, and staff team	Create a delivery process of planned interventions and strengthen links with other agencies – Inform policy development	Embed a delivery process of planned interventions. Create a calendar for family sessions for the year ahead supporting wellbeing for all.	Collate quantitative and qualitative data to evidence the impact of interventions on children, families and staff team wellbeing.
Develop systems and frameworks for operation linking to wider local and national policy	Use current guidance and legislation to develop robust systems and processes for self-evaluation and governance	Share and develop opportunities for staff CPD in understanding of systems and processes for self-evaluation and governance within centre.	Embed self-evaluation and governance systems and processes within centre.
Curriculum Planning and tracking	Use process of reflection and tracking to ensure new planning is fit for purpose and encompasses the right of the child.	Collate quantitative and qualitative data to evidence the impact of delivery process and curricular access for all.	-

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Section 2: Improvement Priority 1	
Early Years Centre	Colquhoun Park Early Years Centre
Improvement Priority 1	Improve the wellbeing of children, families, and staff team
Person(s) Responsible	SMT, Teachers and wider staff team. Outside agency i.e. Speech and Language, Educational Psychologist etc. Children, Families

NIF Priority	NIF Driver	HGIOELC QIs	CI quality Framework QIs	EDC Service Plan 2023-2026
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<ul style="list-style-type: none"> Improvement in children and young people's health and wellbeing Placing the human rights and needs of every child and young person at the centre of education; 	<ul style="list-style-type: none"> Parent/carer involvement and engagement School and ELC improvement 	QI 3.1 Ensuring wellbeing, equality & inclusion QI 2.4 Personalised Support QI 2.7 Partnerships QI 2.5 Family Learning	1.1nurturing care and support 1.4 Family engagement	Improvement in children and young people's mental health and wellbeing
Opportunities for Leadership			Resource Requirements	
<ul style="list-style-type: none"> Family Champion Family Engagement 			<ul style="list-style-type: none"> Training delivery from Health Teams (<i>Speech & Language & Protective Messages</i>) Training delivery from Social Teams (CAB, Housing, Employability etc.) Training delivery from Education Teams (<i>Ed. Psych, Supporting families, Family champion</i>) 	

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Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> Mental health - children and adult Children's rights Resilience 	<ul style="list-style-type: none"> Family Learning Calendar created to support learning and networking opportunities for our families. Signpost families when needed to outside agencies to access information and support Open door policy in place for families to seek help and guidance with staff team.

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
<ul style="list-style-type: none"> Children and their families will foster supportive and nurturing relationships with our staff team. Confidence and security in these relationships will support the development of positive outcomes for all. 	<ul style="list-style-type: none"> Families will have further access to the EYC through stay and play sessions, curriculum evenings, inside collection, open door policy, family learning opportunities etc. Family Learning Calendar will support the implementation of family learning opportunity. 	<ul style="list-style-type: none"> Activity engagement Feedback Positive outcomes/progression for our families 	<p>July/August '23 – Family learning calendar 23/24 created.</p> <p>August '23 – Family learning calendar 23/24 made available to our families.</p>	
<ul style="list-style-type: none"> In house and external training opportunities will support an increased awareness of mental health in both adults and children. 	<ul style="list-style-type: none"> Mental Health awareness training for staff team. 	<ul style="list-style-type: none"> CPD training records Staff member engagement 	Training to be sought Aug-Oct '23	

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<ul style="list-style-type: none"> Children and families will benefit from the upskilling of staff in mental health awareness Children and staff will have the opportunity to discuss their emotions, have them validated, explored and where necessary supported. Safe space centre -sharing and seeking help to support positive mental health will be commonplace with staff, children and their families feeling secure in the knowledge they will not be judged, and support will be given. 	<ul style="list-style-type: none"> Training and knowledge cascaded in practice and delivered to parents. Well-being check ins – Staff & Children Staff members will be aware of the importance in interactions and early interventions. 	<ul style="list-style-type: none"> Parental engagement/support Feedback Positive outcomes/progression for our staff, children, and their families. 	<p>Delivery/check ins and interactions ongoing throughout 2023/2024</p>	
<ul style="list-style-type: none"> Parents will access support/information/guidance from additional agencies to support their mental, physical, and emotional wellbeing. Centre will facilitate where necessary the initial engagements between families and supporting agencies Staff will access support/information/guidance/toolkits from EDC additional agencies to support their mental, physical, and emotional wellbeing. 	<ul style="list-style-type: none"> Families have access to interagency support and information. Central point virtually updated and maintained to ensure staff team & families have access to and are signposted to supporting agencies 24/7 via blog (all) / TEAMS Tile (staff). 	<ul style="list-style-type: none"> Engagement with sites and other agencies Feedback Positive outcomes/progression for staff, children, and their families. 	<p>Ongoing throughout 2023/2024</p>	

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Section 2: Improvement Priority 2	
Early Years Centre	Colquhoun Park Early Years Centre
Improvement Priority 2	Develop systems and frameworks for operation linking to wider local and national policy
Person(s) Responsible	SMT, Teachers and wider staff team. Outside agency i.e. Speech and Language, Educational Psychologist etc. Children, Families

NIF Priority	NIF Driver	HGIOELC QIs	CI quality Framework QIs	EDC Service Plan 2023-2026
<ul style="list-style-type: none"> • Improvement in attainment, particularly in Literacy and Numeracy. • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people; 	<p>School and ELC improvement</p> <p>Performance information</p> <p>School and ELC leadership</p>	<p>QI 1.1 Self evaluation for self improvement</p> <p>QI 1.4 Leadership and Management of practitioners</p> <p>QI 3.2 Ensuring children's progress</p>	<p>2.1 Quality of the setting for play and learning</p> <p>3.1 Quality assurance and improvement are well led</p> <p>3.3 Leadership and management of staff and resources</p>	<p>Improvement in attainment in literacy and English</p> <p>Improvement in attainment in numeracy and Maths</p> <p>Closing the attainment gap between the most and least disadvantaged</p>

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Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none">• All staff will be given the responsibilities for self-evaluation and quality assurance throughout our centre, creating risk assessments, review policy and peer reviewing practice.• All staff will have the responsibility for carrying out well-being assessment on their key groups.	<p><u>In House Training</u></p> <ul style="list-style-type: none">• Support plans• Wellbeing assessments• Evidence gathering – relevance/importance• Securing children’s progress
Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none">• Well-being assessments• Effective support plans• Securing children’s progress• Evidence Gathering relevance/importance	<ul style="list-style-type: none">• Work closely with staff members to create and implement (where necessary) targeted support plans for their children empowering them to overcome recognised barriers to learning.

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
<ul style="list-style-type: none"> All children will access curriculum and have their progress recorded and secured regardless of age/stage/ability. Children supported to overcome their barriers to learning accessing depth and breadth across their curricular experience. 	<ul style="list-style-type: none"> Review of ASN delivery and methods to secure children's progress. 	<ul style="list-style-type: none"> Feedback Children's progress secured All children accessing curriculum Positive outcomes for children 	<p>August '23</p> <p>January '24</p>	
<ul style="list-style-type: none"> Staff members will have a strong understanding of their 'WHY'. Increased confidence and understanding within the staff team will enhance the quality and 	<ul style="list-style-type: none"> In-house and external training source/delivered, covering all aspects of practice inc. initiatives, numeracy, literacy, planning/delivery, support plans, self-evaluation, 	<ul style="list-style-type: none"> Feedback Confident staff team Practice Positive outcomes for children 	Ongoing throughout 2023/2024	

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experiences for all children, supporting the closure of the attainment gap.				
<ul style="list-style-type: none"> A safe, secure environment for all staff, children, and their families. 	<ul style="list-style-type: none"> Review and update all centre risk assessments Review all policy and procedure. Staff training on the creation and understanding of Risk assessment Consult with stakeholders change, adaptation, creation of policy/procedure. 	<ul style="list-style-type: none"> Staff member knowledge Risk assessment for all aspects of centre, practice, play and environment both indoors and out. Feedback Parental engagement Positive outcomes for children 	Ongoing throughout 2023/2024	

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Section 2: Improvement Priority 3	
Early Years Centre	Colquhoun Park Early Years Centre
Improvement Priority 3	Curriculum Planning & Tracking
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with?

NIF Priority	NIF Driver	HGIOELC Qis	CI quality Framework Qis	EDC Service Plan 2023-2026
<ul style="list-style-type: none"> Improvement in attainment, particularly in Literacy and Numeracy. Closing the attainment gap between the most and least disadvantaged children and young people 	<p>Curriculum and assessment</p> <p>School and ELC leadership</p>	<p>QI 2.2 Curriculum</p> <p>QI 1.2 Leadership of Learning</p> <p>QI 2.3 Learning, Teaching & Assessment</p>	<p>1.3 play and learning</p> <p>3.2 leadership of play and learning</p> <p>2.1 Quality of the setting for play and learning</p>	<p>Closing the attainment gap between the most and least disadvantaged</p> <p>Improvement in attainment in literacy and English</p> <p>Improvement in attainment in numeracy and Maths</p>

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> All staff members responsible for leading 1 curricular area each month throughout the centre, planning and creating provocations to capture children's curiosity adding breadth and depth to their learning experience. STEM Outdoors Children's Rights 	<ul style="list-style-type: none"> Initial data on outcomes and impact Professional discussion Consultation with parents/carers

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Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> Self-evaluation Qualitative and Quantitative Data – Gathering and understanding Measuring impact Securing progress 	<ul style="list-style-type: none"> Consultation regarding feedback Learning opportunity created to support the understanding of curricular planning & delivery within centre

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
<ul style="list-style-type: none"> All staff will have a shared understanding of curricular planning and approach to delivery. 	<ul style="list-style-type: none"> Professional discussion based on initial data and impact measures. 	<ul style="list-style-type: none"> Feedback PDSA Cycle Practice 	<p>August '23</p> <p>Dec '23/Jan '24</p>	

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<ul style="list-style-type: none"> Children will take the lead in their learning. They will understand the importance of their voice and their input to learning and will be facilitated by staff to document this within floor books/journals. 	<ul style="list-style-type: none"> Staff members will spend time with children supporting their understanding using age-appropriate delivery. 	<ul style="list-style-type: none"> Observation Positive outcomes for children Children's discussion Children's input to floor book, journals and environment. 	Ongoing throughout 2023/2024	
<ul style="list-style-type: none"> Children will understand the centre values and their rights 	<ul style="list-style-type: none"> UNCRC training supporting the development of children's understanding in the early years. Introduce centre mascot as a vehicle to support children's understanding of values and rights. 	<ul style="list-style-type: none"> Observation Positive outcomes for children Children's discussion Children's input to floor book, journals and environment. 	Ongoing throughout 2023/2024 Progress measured Termly.	
<ul style="list-style-type: none"> Families will have a clear and concise breakdown of curriculum rationale 	<ul style="list-style-type: none"> Develop centre curriculum rationale handbook. 	<ul style="list-style-type: none"> Curriculum rationale document for centre published. 	October '23	

East Dunbartonshire: Education Service

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