



Improvement plan: 2023-2024

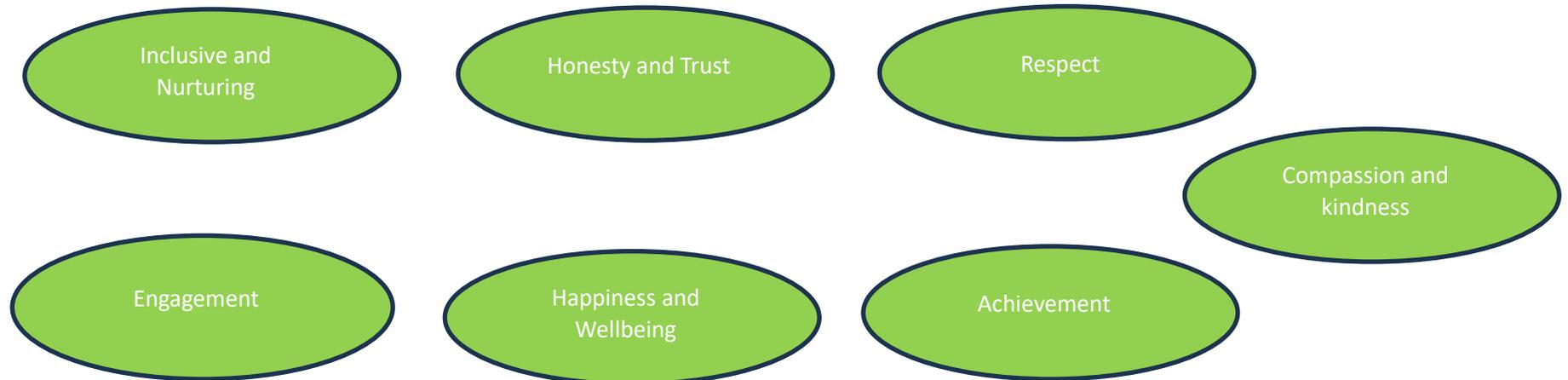


## Vision

At Heads of Ayr Nursery, we create a home from home, welcoming environment promoting positive, nurturing relationships based on trust and respect. Providing a natural environment where children can actively explore outdoors, developing new skills and experiencing the wonders of nature first-hand. We will continue to work collaboratively with families and our community to develop a shared vision and passion to support children to feel valued and inspired to achieve their full potential.

## Values

At Heads of Ayr Nursery, we have reviewed and developed our values which we promote within the centre.



## Aims

At Heads of Ayr Nursery, we believe that every day there is more to learn and that the opportunity to do so is all around us. As well as being a place of learning, we pride ourselves on ensuring that all children are coming into a loving, caring environment where they are valued and listened to. We also involve children and parents in continually improving our service.

To provide a safe, happy, fun and nurturing homely environment where children feel secure, valued, supported and respected.

Maintain close working relationships with parents and carers to enable them to feel fully involved in their child's learning and development.

To provide a healthy and fulfilling relationship between future generations and our environment, the outdoors, and animals.

Provide an environment that offers inclusive care and education of the highest standards.

To foster high quality leadership and learning with a commitment to the professional development of all members of staff, providing a positive working environment and staff wellbeing.

To provide an imaginative and challenging learning environment with high quality experiences where children can explore and investigate, supporting and encouraging them to succeed at their own pace.

To work in partnership with other agencies and our communities to promote and improve outcomes for children. To promote a culture of ambition, recognising and celebrating success and achievements.

To provide a service that is eco conscience with minimal impact on our environment, teaching future generations of its importance. Our collective aspirations have been reviewed and developed with stakeholders and staff in June 2023. Consultation took place via email and discussions.

### How evidence for our Centres Improvement Plan was gathered

Self-evaluation using HGIOELC, Health and Social Care Standards.

Annual programme of monitoring and evaluating.

Parental questionnaires and surveys.

Review of policies.

Feedback from parents and carers were sought at events, learning journals and informal discussions.

Room monitoring, observations, and peer assessments.

Monitoring of developmental milestone data.

Care inspectorate reports/ Audit of previous improvement plan and standards and quality report.

## South Ayrshire Council Plan

Effective Leadership that promotes fairness

Closing the Gap

Grow well, live well, age well

South Ayrshire works

Stand Up for South Ayrshire

A better place to live

## Children's Services Plan

Outstanding universal provision

Tackling Inequalities

Love and support for our Care Experienced young people and young carers

Good physical and mental wellbeing

Promoting Children's Rights

## Educational Services Plan and National Improvement Framework Priorities

Placing the human rights of every child and young person at the centre of education

Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children

Improvement in employability skills and sustained positive school leaver destinations for all young people

Improvement in attainment, particularly in literacy and numeracy

## National Improvement Framework-Drivers

School and ELC Leadership

Teacher and practitioner professionalism

Parent/ carer involvement and engagement

Curriculum and assessment

School and ELC Improvement

Performance Information

Priority 1: - Improvement in children’s and young people’s health and wellbeing closing the attainment gap.

Links to NIF: Improvement in children’s and young people’s health and wellbeing.

HGIOELC: 1.3, 2.3, 2.6, 3.1

UNCRC Articles: 3, 5, 6, 12, 18, 23, 24 ,28 ,31

What Outcomes Do We Want to Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact on Children and Young People? (Include Where Possible Current Measure and Target)
<p>Adopt a consistent approach and adaptable model for practitioners to roll out across the setting, supporting children’s wellbeing and rights.</p>	<p>Staff engaging in, in house training, online support tools, books and resources.</p> <p>Create zone of regulation, colour coded buddy benches.</p> <p>Staff scaffolding a consistent approach to support the children using meaningful visuals and language.</p> <p>Access UNICEF online resources for children and practitioners.</p>	<p>Senior staff TR, practitioner NW and FM to lead all staff.</p>	<p>September 2023- June 2024</p>	<p>Children maintaining connection to their feelings becoming emotionally aware and regulating emotions.</p> <p>Monitoring staff practice, use of zones and the impact on children’s wellbeing.</p> <p>Encountering language and intentions of UNCRC in meaningful ways.</p>
<p>Improve children’s wellbeing, promoting a healthy active lifestyle. Developing large gross motor transferable skills.</p>	<p>Access play on pedals training. Staff participating in small scale innovative improvements incorporating safety.</p> <p>Provide relevant tools to increase confidence and develop movement and balance.</p> <p>Establish an area for a track and build on our variety of resources.</p>	<p>Practitioners HD and EC</p>	<p>August 2023- June 2024</p>	<p>Observing children’s risk assessments, safety awareness and level of increased knowledge.</p> <p>Track progress through observations linked to SHANARRI.</p>

Priority 2 : Improvement in literacy attainment

Links to NIF: Improvement in attainment, particularly in literacy and numeracy

HGIOELC:1.3, 2.2, 2.3, 2.7, 3.2

UNCRC Articles: 3, 6,12, 23, 24, 28, 29, 31

What Outcomes Do We Want to Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact on Children and Young People? (Include Where Possible Current Measure and Target)
<p>Promote children’s literacy skills particularly rhyming, letter recognition and initial sounds.</p> <p>A consistent communication approach across the setting.</p> <p>Improve early literacy skills through introducing an additional language, boosting creativity and memory skills.</p>	<p>Practitioners to engage in a variety of online tools to further develop staff understanding of literacy and rhyme. Practitioners sharing professional knowledge through modelling, taking initiative and professional dialogue.</p> <p>Communication champions to lead and monitor children and practitioner progress over time. Monitor the consistent representation and use of Makaton and visuals across the setting. Create and maintain a bank of visuals and schedules to support communication. Obtain a variety of teaching resources to support and promote literacy skills.</p> <p>Through our skilled practitioner and their personal skillset in Spanish to roll out delivery of additional language. Provide musicality, songs through a variety of cultural experiences. Develop a home link to engage families in supporting learning Spanish.</p>	<p>Depute CE and Practitioner CP to lead and all staff.</p> <p>Senior management TR, CR and CP to lead and all staff.</p> <p>SG to lead and all staff.</p>	<p>September 2023- June 2024</p> <p>August 2023- June 2024</p> <p>August 2023- June 2024</p>	<p>Increase in children achieving 8 or more of their literacy developmental milestones.</p> <p>Monitor staff consistency through utilising visuals, schedules, and Makaton signs with the children.</p> <p>Monitor children’s usage and ability to recall simple Spanish words and songs.</p> <p>Feedback from families and level of engagement.</p>

Priority 3 : Improvement in numeracy attainment  
 Links to NIF: Improvement in attainment, particularly in literacy and numeracy  
 HGIOELC: 1.3, 2.2, 2.3, 3.2  
 UNCRC Articles: 5, 6, 12, 13,23, 24, 28, 29, 31

What Outcomes Do We Want to Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact on Children and Young People? (Include Where Possible Current Measure and Target)
<p>Develop mathematics and numeracy provision.</p> <p>Promote curiosity and inquiry through providing real life tools and woodwork experiences.</p>	<p>Access numeracy resources from Education Scotland website to inform and support staff professional learning, promoting a variety of experiences. Build on and developing numeracy resources to support subitising, estimation and touch counting experiences.</p> <p>Construction of a woodwork shed.</p> <p>Audit and review of mathematics and numeracy resources.</p> <p>Obtain real life tools and extend loose part play opportunities.</p> <p>Staff training and engagement in woodwork, utilising the early years acquisition ‘Pete Moorhouse.’</p>	<p>Management, LC to lead and all staff</p> <p>Management, LC and AF to lead and all staff</p>	<p>September 2023 – May 2024</p> <p>Oct 2023 – May 2024</p>	<p>Increase in children achieving 8 or more of their numeracy developmental milestones.</p> <p>Observing children’s risk assessments and safety awareness levels.</p> <p>High quality observations and levels of achievements recorded.</p>

