



## Improvement plan: 2024-2025



## **Vision**


At Heads of Ayr Nursery, we create a warm, welcoming environment that feels like a home away from home. Our approach is rooted in fostering positive, nurturing relationships built on trust and respect. We offer a natural setting where children can actively explore the outdoors, developing new skills and experiencing the wonders of nature firsthand. We are committed to working collaboratively with families and our community to cultivate a shared vision and passion for supporting each child's sense of value and inspiration to reach their full potential. Through our rich and extensive outdoor experiences, children thrive and grow in an environment designed to nurture their development.

## **Values**


At Heads of Ayr Nursery, we have carefully reviewed and developed the values that we promote within our setting in collaboration with our stakeholders.




Inclusive and nurturing



Honesty and trust



Happiness and  
Wellbeing



Compassion and  
kindness

## **Introduction**

### **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.

#### **We aim 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 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.
- ❖ Value each child as an individual and to help them develop self-confidence and a sense of achievement.
- ❖ Provide a high quality of education and care where children can explore and investigate a challenging environment both indoors and out.
- ❖ To provide a healthy and fulfilling relationship between future generation and our environment, the outdoors, and animals.
- ❖ Our collective aspirations have been reviewed and developed with stakeholders and staff in July 2024. Consultation took place via email survey 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, informal and formal 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

- Spaces and Places
- Live, Work, Learn
- Civic and Community Pride

## Children's Services Plan

- **The Promise:** Our commitment to Keeping the Promise
- **Family:** Promoting whole family wellbeing
- **Included:** Early help for children with diagnosed or undiagnosed additional support needs
- **Healthy:** Improving physical and mental health for children and young people
- **Voice:** Involving children and young people in local decision making
- **People:** Collaborative learning and reflection opportunities for the workforce

## Education Services Priorities

- Engaged and Included
- Outstanding learning, teaching and assessment
- Developing our curriculum
- Self Improving Service

## 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 and young people
- Improvement in employability skills and sustained positive school leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

Priority 1: - Improving approaches to pedagogy, learning and teaching  
 Links to NIF: Improvement in attainment, particularly in literacy and numeracy  
 HGIOELC: 2.2, 2.3, 3.1, 3.2  
 UNCRC Articles 3, 5, 6, 12, 13, 18, 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>Children can talk confidently about their learning and next steps, reflecting on their achievements.</p> <p>Children experiencing consistent high-quality interactions and questioning.</p>	<p>Staff meetings and training sessions to support and develop staff practice and skills.</p> <p>Further develop opportunities for children to be active participants in leading their own learning and sharing their successes.</p> <p>Increase staff confidence through engaging in training resources which support high order questioning and quality interactions.</p> <p>Support and mentor staff in the use of visual prompt resources.</p>	<p>Management/Senior &amp; all staff</p> <p>Senior, Leads &amp; all staff</p> <p>Senior, Leads &amp; all staff</p>	<p>September 2024-March 2025</p> <p>September 2024-February 2025</p> <p>August 2024 – March 2025</p>	<p>Increase in % of children achieving their Health and Wellbeing milestone “I can talk about my learning”.</p> <p>High quality observations and children’s voice recorded through small group discussions, logged in children’s individual profile and our Big Learning book.</p> <p>Staff team showing confidence and consistency in delivering high-quality interactions and questioning. Monitoring children’s progress in critical thinking, their problem-solving skills and creativity through individual profiles.</p>

<p>To ensure that all children experience both responsive and intentional planning tailored to meet their individual needs and interests.</p>	<p>Develop staff understanding of how to plan for long, medium and short terms. Share planning formats with staff at planning meetings.</p> <p>Support staff to plan for children’s learning ensuring that planned learning demonstrates breadth, depth and challenge for children.</p> <p>Regularly mentor staff, monitor planning processes, ensuring children’s consultation, interests and needs are evident throughout.</p> <p>Staff to attend training session relating to planning and sharing practice.</p> <p>Visiting other settings.</p>	<p>Management</p> <p>Management &amp; all staff</p>	<p>August/September 2024</p> <p>September 2024- June 2025</p>	<p>Monitor of planning, Big Learning Book and evidence of children’s evaluations, observations and tracking children’s progress over time in key areas of learning.</p> <p>Monitoring staff progression in their performance, assessing their knowledge and understanding in the delivery of intentional and responsive planning that meets children’s needs.</p> <p>Monitor levels of engagement in planned experiences.</p>
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Priority 2: Promote and develop Children’s Rights

Links to NIF: Placing human rights and needs of every child and young person at the centre of education

HGIOELC: 2.2, 2.3, 3.1

UNCRC Articles: 3, 5, 6, 12, 18, 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)
Empowering children’s awareness of their rights, supporting and expanding their understanding and use of these rights.	<p>Embed children’s rights into our daily routine.</p> <p>Children creating their own rights mascot through planning for learning and displays throughout our environment.</p> <p>Enhance parents and families understanding of children’s rights and how we are integrating these principles into our nursery practice.</p>	Senior, Leads and all staff	September 2024 - June 2025	<p>Children’s profiles will demonstrate knowledge and understanding of key rights and simple rights respecting language.</p> <p>Playroom observations, displays and monitoring show children are respected and valued in the setting.</p> <p>Parents and families increased knowledge of children’s rights and how we are incorporating it into nursery.</p>
Enhancing staff knowledge, awareness, and the delivery of children’s rights.	<p>Source UNCRC training for newly recruited staff.</p> <p>All staff to register as ‘Unfearties’</p> <p>Working towards our Rights Respecting Silver award.</p>	<p>Management</p> <p>Management</p>	<p>September 2024 - December 2024</p> <p>September 2024 – June 2025</p>	<p>Staff demonstrating a deeper understanding of children’s rights, embedding them into practice.</p> <p>Achieving our Silver award.</p>

<p>Provide opportunities for children to access wider achievement within the setting fostering inclusion and collaboration.</p>	<p>Collate information from families, recording and tracking their wider achievements.</p> <p>Consultation sessions with children to discover their preferences and interests.</p> <p>Implementation of chosen group activities.</p>	<p>Management, Senior &amp; Leads</p>	<p>October 2024 – June 2025</p>	<p>All children participating in a variety of opportunities that support and build on various interests and skills, increasing children's confidence and teamwork abilities.</p> <p>Survey to families and children's evaluation for feedback.</p> <p>Tracking of wider experiences shows equity for all families.</p>
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Priority 3: Enhancing experiences throughout our environment  
 Links to NIF: Improvement in attainment, particularly in literacy and numeracy  
 HGIOELC: 1.3, 2.2, 2.3, 3.2  
 UNCRC Articles: 3, 5, 6, 12, 13, 18, 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>Staff consistency in delivering high quality immersive environments, enabling children to explore breadth of experiences comprehensively, enhancing learning outcomes.</p> <p>Staff confidently harnessing creativity, utilising natural resources and real – life tools through planned quality experiences, enhancing key areas of learning throughout the setting.</p>	<p>Provide staff training through digital and interactive platforms.</p> <p>Staff learning walks and collegiate learning.</p> <p>Peer assessments.</p> <p>Source effective training supporting staff creativity.  <a href="https://earlyarts.co.uk/creative-teacher-course">https://earlyarts.co.uk/creative-teacher-course</a>  <a href="https://ltl.org.uk/learning-through-landscapes-scotland/">https://ltl.org.uk/learning-through-landscapes-scotland/</a>  <a href="https://irresistible-learning.co.uk/wp-content/uploads/2024/08/Creativity-nurturing-creative-and-critical-thinking.pdf">https://irresistible-learning.co.uk/wp-content/uploads/2024/08/Creativity-nurturing-creative-and-critical-thinking.pdf</a> Pete Moorhouse</p> <p>Staff meetings and support sessions.</p>	<p>Management, Senior, Leads and all staff</p>	<p>September 2024 – April 2025</p>	<p>Playroom observations of learning experiences.</p> <p>Monitoring and observing staffs’ delivery of intentional and responsive high-quality experiences, leading to improved outcomes for children.</p> <p>Tracking breadth, depth and progress of learning within children’s individual learning profiles across key areas particularly literacy and numeracy.</p>