



# STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

**Rosehearty Early Level Childcare Centre  
Pitsligo Street  
Rosehearty  
Fraserburgh  
AB43 7JL**

LAST UPDATED: November 2017



## **Aberdeenshire Council Education and Children's Services**

“Education and Children's Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire”

## **Introduction: local and national context**

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

**Aberdeenshire Priorities:** these should be reflected in all areas of this document and the actions that emerge from it

- to develop excellence and equity;
- to embed the principles of GIRFEC (Getting it Right for Every Child);
- to provide support in developing inclusive, vibrant and healthy communities.

**National Improvement Framework Priorities:**

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

**National Improvement Framework Drivers:**

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our Early Learning Centre are referenced. Links to these sources are:

NIF- [www.gov.scot/Resource/0049/00491758.pdf](http://www.gov.scot/Resource/0049/00491758.pdf)

HGIOELC - [How Good Is Our Early Learning Centre Document](#)

## **1. Context of the Early Learning Childcare Centre**

Rosehearty Early Learning Centre is currently registered to accept up to 50 children, 25 in the morning and 25 in the afternoon. There are seven members of staff all of whom work part time but who work in pairs to be key workers for the children ensuring consistency of support to children and their families. Two members of staff are Early Years Lead practitioners who give direction to other staff and who encourage collaboration across the whole team.

The setting is part of Rosehearty primary school and as such takes part in whole school events such as the nativity, the school show, fundraising events and also attends some assemblies. The local library is located within the school building and the nursery makes good use of this resources along with the primary classes.

The children spend a day each week at the beach, exploring their local environment, weather permitting.

Parents are strongly encouraged to engage with the children's learning and the improvement of the centre by answering questions in the setting's foyer and through regular open events.

## **2. How good is our leadership and approach to improvement?**

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Practitioner professionalism, School improvement

**Evidence found in our Self Evaluation Floor book available to view in the ELCC foyer.**

### **Key strengths:**

- Our team work together to evaluate our setting and use these reflections to bring about positive change for our children and families.
- We ensure that high quality learning through play is the central focus of our improvement plan
- We involve all practitioners in gathering a wide range of information and evidence to document.
- We involve parents in our improvements by using a question of the month, annual parent improvement questionnaire,
- Parents are invited to stay and play open days which are very popular.
- Our team are experienced and committed to professional development for the benefit of our children.
- Children are involved in planning learning using big books.
- We make effective use of available finances, including funding bids as appropriate to allocate resources and take forward our improvement priorities.
- Our available budget is targeted towards improving outcomes for children and families, meeting the needs of all.
- We make use of our local environment for exciting learning opportunities on our beach days.
- All staff attend training regularly through ALDO and face to face training.
- Displays contribute to a stimulating learning environment that supports effective learning and celebrates achievements.

### **Identified priorities for improvement:**

- Make good use of funding from playgroup to enhance learning in an improved outdoor area and with more digital technology.
- Continue to evaluate our ELC using HGIOELC with particular focus on 1.3, 1.4, 2.1 and 2.2 identifying areas of improvement.
- Develop a Vision for the nursery which works with the school but which is distinct for Early Years Education

In relation to the priorities listed above the following action plans have been confirmed:

Actions	Expected Outcomes/Impact on learners	How will success be measured? Roles and Timings
<p>1. Self evaluation Continue work on HGIOELC big book to complete evaluation of 1.3 and 1.4.</p>	<p>To identify strengths and areas of development in the areas of leadership of change and leadership of staff, safeguarding and curriculum.</p>	<p>All areas to be completed by February, involving all staff. HT to support evaluation of 1.3 and 1.4. Any additional areas for improvement may be added to the action plan.</p>
<p>2. Vision, Values and Aims Working within the school's vision statements, create a vision statement for the ELC which has a particular focus on Early Learning.</p>	<p>Following an agreed vision statement will ensure that all future developments take place with this vision in mind, guiding the leadership of change in the establishment.</p>	<p>By Easter, the team will have discussed their vision and begun a consultation with pupils and parents to make improvements. This vision will be shared as part of the transition process in June ready for the new session.</p>
<p><b>Evidence of progress/comments/identified next steps:</b></p> <p><b>Date:</b></p> <p><b>Date:</b></p> <p><b>Date:</b></p>		

### **3. How good is the quality of care and education we offer?**

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

**Evidence found in our Self Evaluation Floor book available to view in the ELCC foyer.**

#### **Key strengths:**

- Children make informed choices about their own learning and they have key role in leading their own learning.
- All children feel valued, safe and secure
- In our setting, practitioners know individual children very well as learners through a key worker structure.
- We have very good understanding of child development and early learning and put this into practice.
- We plan appropriately over different timescales to meet the needs of young children across all areas of learning.
- Practitioners carefully support children and families to make successful transitions when they arrive at our setting and when they leave.
- Effective arrangements are in place to involve families and relevant agencies in carefully planning personalised approaches for those requiring additional time and support.
- We consult with families to ensure we are meeting their needs in relation to literacy, numeracy, health and wellbeing and wider termly learning outcomes.
- Our practitioners strive to form respectful and unconditionally positive relationships with families whilst offering targeted support where necessary.
- Practitioners are good at identifying and supporting children with specific challenges and who encounter barriers to learning.
- Partnerships have increased family engagement in children's learning and this involvement has a positive impact on children's progress in key areas of learning including health and wellbeing, numeracy and literacy.
- Parents are fully informed about their children's progress and achievement and what they can do to support it.
- There are clear, appropriate policies and procedures in place to ensure the care and welfare of young children.

#### **Identified priorities for improvement:**

- Development of an improved outdoor learning space to provide free flow from the classroom, promoting creativity and curiosity in learning.
- Increased access to digital technologies in the ELCC particularly to develop problem solving through creativity.

In relation to the priorities listed above the following action plans have been confirmed:

Actions	Expected Outcomes/Impact on learners	How will success be measured? Roles and Timings
<p>1. Outdoor area With the help of Mrs Downie, using money from the playgroup, begin to develop an outdoor area which inspires children to explore and learn.</p>	<p>Children will have free flow access to a garden area with a range of learning opportunities to investigate and in which to be creative.</p>	<p>Term 1-2- make plans and consider what can be achieved within budget. Read relevant publications to support plans e.g space to grow, My world outdoors, Building the Ambition. Consult with pupils and parents. Term 3 – begin to make changes within the space. Term 4 – Use and evaluate to decide next steps.</p>
<p>2. Digital Technologies With the support of Mrs Buchan and Mrs Grant, investigate the sorts of technologies which will stimulate pupil creativity and curiosity, make purchases and plan into curriculum.</p>	<p>Children will have opportunities to develop digital skills for a digital age both with adult supervision and by free investigation.</p>	<p>Term 1-2 explore ICT which will be effective and make purchases. Term 3 – begin to plan into the curriculum.</p>
<p>3.</p>		
<p><b>Evidence of progress/comments/identified next steps:</b></p> <p><b>Date:</b></p> <p><b>Date:</b></p> <p><b>Date:</b></p>		



#### **4. How good are we at improving outcomes for all our learners?**

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

##### **Evidence found in our Self Evaluation Floor book available to view in the ELCC foyer.**

##### **Key strengths:**

- Across our setting, we have established high quality approaches that enable children to develop their social, physical, emotional and cognitive skills well.
- We place a high value on recognising, capturing and celebrating children's achievements
- From the earliest stages, children are supported to make choices and talk about their learning.
- We work very effectively in partnership with colleagues who have clear evidence of children's progress.
- Creativity is at the heart of play and all aspects of learning.
- We use innovative approaches to encourage children to be inquisitive, imaginative and to take risks in their learning.
- We actively promote the wellbeing of our children and can demonstrate that they are being supported to feel safe, healthy, achieving, nurtured, active, respected, responsible and included.
- We actively promote inclusion and equity, supporting children to make very good progress and to fulfil their potential.
- We comply and actively engage with statutory requirements and codes of practice.

##### **Identified priorities for improvement:**

- Increase opportunities to play with and explore digital technologies.
- Increase opportunities for creativity and curiosity in an improved outdoor learning space.
- Ensure that care plans are in place for all pupils who require additional support.

In relation to the priorities listed above the following action plans have been confirmed:

Actions	Expected Outcomes/Impact on learners	How will success be measured? Roles and Timings
<p>1. Personal care plans Ensure that all pupils with specific needs have a personal care plan which states how these needs should be met.</p>	<p>All practitioners know where to access information about children's needs and to take appropriate action to support children's progress.</p>	<p>In term 1 access a suitable template for care plans from a successful nursery who use them already. Term 2 – ensure they are completed and discussed with parents as necessary. Term 3 and 4 continue to use these with all new starts and ensure the needs of the children are being met.</p>
<p>2. Outdoor area With the help of Mr Downie, using money from the playgroup, begin to develop an outdoor area which inspires children to explore and learn.</p>	<p>Children will have free flow access to a garden area with a range of learning opportunities to investigate and in which to be creative.</p>	<p>Term 1-2- make plans and consider what can be achieved within budget. Read relevant publications to support plans e.g space to grow, My world outdoors, Building the Ambition. Consult with pupils and parents. Term 3 – begin to make changes within the space. Term 4 – Use and evaluate to decide next steps.</p>
<p>3. Digital Technologies With the support of Mrs Buchan and Mrs Grant, investigate the sorts of technologies which will stimulate pupil creativity and curiosity, make purchases and plan into curriculum.</p>	<p>Children will have opportunities to develop digital skills for a digital age both with adult supervision and by free investigation.</p>	<p>Term 1-2 explore ICT which will be effective and make purchases. Term 3 – begin to plan into the curriculum.</p>
<p><b>Evidence of progress/comments/identified next steps:</b></p> <p><b>Date:</b></p> <p><b>Date:</b></p> <p><b>Date:</b></p>		

## **5. What is our capacity for improvement?**

Our Early Learning Centre has a passionate and committed team who strives to achieve the best outcomes for the children in our care. The team will willingly try new ideas and ways of working whilst carefully evaluating the impact of these on our children and adapting as appropriate.

Barriers to progress?

## **6. Record of updating**

Date	Amendment made	By who	Comment