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**IMPROVEMENT PLAN FOR 2021/22**

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| **RATIONALE FOR CHANGE** |
| This year, as with the last 18 months, things have not been straightforward and there have been significant factors which have impacted on this year’s Improvement Plan and the journey to improvement for Beanstalk Family Nurture Centre. The pandemic due to Covid-19 continues to impact on the daily lives of us all and has hampered the curriculum we deliver and the way we work in nursery. Much of the good practice that was in place had to be reviewed and adapted e.g. the rich core provision we provided required to be stripped back to ensure rigorous cleaning procedures could take place to limit the spread of the virus. Creative ways were found of delivering the curriculum last session including using the outdoors to try to compensate, however this is an area we need to address moving forward. Our outdoor provision needed to be split to accommodate 2 separate “Bubbles” and as a result the richness of opportunities was affected. Our comprehensive outdoor learning programme required to be put on hold as we were unable to use the minibus to travel to the beach/forest and there were no other similar resources accessible locally. Many families were completely isolated during this period, suffering poverty and a lack of basic resources and many of our learners would have experienced anxiety and trauma which will have impacted on their learning and development. The fallout from these situations are key factors to be taken into consideration when developing our Improvement Plan for this session.Our new build annex at Aberdour Road which was due to open in August 2020 but delayed due to the Covid-19 Pandemic, was finally ready for opening in August 2021. This required careful planning throughout the summer break as many aspects of the build were still being completed threatening the possibility of an August opening. At one point we required the need for a contingency plan to be put into place to ensure the children enrolled had a place in our Fergus Place site in case the new build did not open on time. The team faced many other challenges prior to and after the opening, including availability of key resources, lack of phone and broadband access, deployment of staff and new ways of working for the management team to ensure quality across both sites. Some snagging issues around the fabric of the building and systems not working properly continue to be a challenge.Implementing 1140 hours and the increase in Early Learning and Childcare for parents last session has continued to impact and cause significant changes to the staffing at Beanstalk. As a result, we have started this session with 13 new staff across both sites with a range of experience/skills and from a number of different backgrounds. Many of these staff trained during the pandemic and had very little experience on the nursery floor and were working with a restricted tailored curriculum. The development of staff skills and knowledge of core provision, quality interactions and quality play pedagogy are key areas for consideration when devising our Improvement plan for this session. In essence this year’s plan requires a REFOCUS on what constitutes good practice now that restrictions are reducing, devising a quality learning environment for children. We look to REFRESH our approaches to play pedagogy to ensure all practitioners including the new staff are on board to increase opportunities for our Learners to develop their skills and achieve outcomes in literacy and numeracy as well as throughout the broader curriculum. Finally we need to RENEW practices and procedures which supports children’s learning & development to ensure all learners meet their full potential. Our main priority areas for improvement for session 2021-22 given these factors are:* Health and wellbeing for all is nurtured and resilience developed
* Consistent pedagogy for high quality learning and teaching
* Family learning approaches and family engagement developed

Over the past 4 years we have developed successful practices with a focus on improving how children learn. Using current research on “visible learning” we have focussed on supporting self-regulated learners as this is a key driver within our curriculum rationale. However, with all the staff changes and team members our practices and approaches need to be re-visited and re-clarified to ensure a consistent approach to support self-regulation across the 2 sites. Developing pedagogy in which restorative approaches are at the forefront has allowed practitioners to confidently discuss with learners about their emotions and support their emotional wellbeing. This work will be continued this session to upskill practitioners to allow them to deliver regular Mindfulness/yoga sessions and embed in practice the use of Emotion Works. From our self-reflection, to build on learner’s self-regulation and emotional wellbeing, we need to further develop links with families to ensure a cohesive approach across the centre. Parental feedback information confirms that support is required regarding learner’s emotional wellbeing at home.Wellbeing of all staff will continue to be a high priority as they need to be supported, empowered and involved in all aspects of the centres in order to deliver a high-quality service for our Learners. With such a high volume of new staff members, many of whom are newly qualified and lacking in experience, it will be important to ensure they receive the correct training, mentoring, support and guidance over the session. This will be factored within a target focussed on Health & Wellbeing for all. Following feedback last session and experiencing difficulties around the provision of snacks and meals due to Covid restrictions, it was clear that we needed to address this in our plan for this session. We will look to ensure that our learners experience a healthy balance diet across their nursery day/week where all their nutritional needs are being fully met. We would also hope to make snack & mealtimes valuable social learning experiences where learners can be more independent, make choices and be more involved in the process. As restrictions are easing and to ensure high quality learning experiences for learners within playrooms and in our outdoor areas where their skills across all aspects of the curriculum can be developed, we need to revise Play Pedagogy theory with staff and revisit our core provision.As part of our monitoring of teaching and learning, highly focussed Learning Consultation Sessions between the keyworker and HT/PT/EYLO take place termly over the year using observations in PLJs, Leuvens and ELiPs data in order to improve our tracking of children’s learning using CfE benchmarks. This will be continued this session following the roll out of the new ELiPs Toolkit and further training with practitioners will take place to support them in the tracking of learners and discussing their progress based on the data provided and setting of targets. Moving forward this session we will naturally progress to focus on our Learning Strategies developed for language communication and mathematics and numeracy as well as what our expectations are in terms of significant observations and tracking learner’s progress. Family Learning will remain a key focus within our Improvement Plan as we try to find out what parents/carers want/need from our service as we start to resurrect face-to-face group meetings and build a programme to meet the needs of families in our local community as Covid restrictions ease. We have been approached by a high number of new parents/carers with young babies and toddlers who have suffered loneliness, isolation and anxiety about meeting the needs of their young children during lockdown who are desperately looking for support. Also it has been recognised that future school attainment figures will be affected if there is not the early intervention that crucial Family Work sessions provide for our 0-3-year-old cohort.The challenge this session with Covid -19 restrictions still in place is devising ways in which to continue parental engagement and community groups safely perhaps with a blended model of virtual sessions moving to face-to-face group meetings outdoors.To ensure all learners continue to have a voice and contribute to decisions being made in nursery we will continue with our Learner’s Committee “Beans Talkers” this session. In the past this group were responsible for making decisions impacting on key areas of the nursery such as recruitment and other enterprising initiatives such as Eco work, organising fundraising and designing changes within playrooms/outdoor spaces. Learners were also instrumental in forging links with residents of Whitelaw Court to start an intergenerational learning programme. Sadly, this will be difficult to continue this session due to Covid-19 restrictions but hopefully other ways can be found to communicate and maintain this connection until visits can be resumed. Improving communication and connecting with parents through a digital medium continued to be critical to keeping in touch with our families and ensuring learning opportunities for all children throughout the second lockdown. The digital platform See-Saw has become an invaluable resource to stay connected with our parents/carers while we are still prevented from allowing them access to Playrooms due to Covid restrictions. This allows us to securely share individual’s learning and next steps directly with parents via photographs and videos and receive updates and evidence from home about their learning and progression. Parents/carers are also using this medium to share other information with us or ask any questions making this their preferred means of communication with nursery at the moment with 100% of our parents/carers signed up. We also have other means of communication with our families including Facebook, Groupcall, via our Newsletters and our revamped Website. All these mediums allows parents/carers to more readily access information about the centre and their child’s learning. Our annual parental questionnaire provided very positive feedback overall for our service and we continually seek feedback from parents in a number of ways including:* Questionnaires such as settling in and induction
* Family Learning group evaluations
* Parent/carer forums
* Question of the moment

All feedback is analysed, utilised and taken into consideration when further improving the service.Most practitioners took part in our Staff Wellbeing Survey. Results of the survey for our service were discussed as a team. The outcome from the survey and a follow-up staff focus group was very positive indicating an extremely high level of staff wellbeing at work. Staff wellbeing will continue to be a focus moving forward this session. Several questionnaires have been given out and responded to and all practitioners have the opportunity to discuss any concerns they might have about the new working practices in place as a result of Covid-19. There have been individual risk assessments carried out to ensure practitioners who are in the higher medical risk bracket for Covid-19 are as safe as possible in the work environment. Partner agencies working with Beanstalk will be asked for feedback on our service by way of a questionnaire this session. Due to the pressures on all services due to the Covid-19 pandemic it was not felt appropriate to ask for feedback last session. However, from verbal feedback gathered all partner agencies reported a very high level of satisfaction with our service and the partnership work we are involved in. In particular, the feedback from all partner primaries was very positive despite the difficult challenges facing transitions and information sharing on individuals moving to P1 at the end of last session. Some individuals with significant Additional Support Needs required a very intensive level of support with their transitions and continued involvement from nursery staff at the start of their P1 session.We share our Improvement Journey with all stakeholders and interested parties via a large display in our Parent’s Area which is reviewed and updated regularly to indicate the impact of improvement interventions. This will also be shared in other ways with parents/carers while they are not permitted into the building as a result of Covid-19 (via See-Saw, through SWAYs, within our newsletters, on our website etc). All stakeholders also receive a copy of our Standards and Quality Report and Improvement Priorities and we value and act on any feedback received from this.  |

**IMPROVEMENT PLAN PRIORITIES & WORK PLANS**

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| IMPROVEMENT OUTCOME 1 | Outcome: Health and wellbeing for all is nurtured and resilience developed  |
| LINKS TOHGIOELC |  1.2, 1.5, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3 |
| LINKS TO GIRFEC | Safe, Healthy, Achieving, Nurtured, Respected, Responsible, Included |
| LINKS TO NATIONAL IMPROVEMENT FRAMEWORK | Assessment of Children’s ProgressSchool Improvement |
| LINKS TO FIFE COUNCIL CHILDREN’S SERVICES PLAN | Priority 5 – Healthy (Growth & Development)Priority 8 – Emotional WellbeingPriority 14 – Participation of Children & Young People |
| AIMS | * Learners will be nurtured, resilient and self-regulated to allow them to make good progress in their learning.
* Staff will be nurtured, upskilled and empowered to support children and families.
* Learner’s will make good progress in emotional self-regulation and this work will shared beyond Beanstalk FNC and support transitions.
* Learner’s will be supported to have positive eating experiences and enjoy well-balanced nutritious food throughout the day in nursery.
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| Action/Task | **Timescale** | **Responsibilities** | **Measure of success** | **Expected Impact** |
| 1. Revisiting our curriculum to ensure that it is rooted in and informed by attachment theory and nurture principles.
 | Term 2 – October – December 2022 | * Term 2 Twilight sessions HT/PT/DHoC/EYLO

Refresh: * Solihull Approach
* Emotion Works

Using SWAY presentations and pairing experienced practitioners in a mentoring role with new practitioners | * Practitioner will be more reflective about how to utilise these tools in a consistent way and the impact they have on supporting self-regulation in learners.
* Practitioners new to Beanstalk will feel more confident and understand the tools to support self-regulation.
 | * By supporting learner’s self -regulation they will be more engaged in their learning and will make more progress.
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| 1. Ensure Practitioner’s wellbeing is prioritised to ensure they feel confident, safe, upskilled, empowered and supported to allow them to effectively deliver quality ELC.
 | Supervision Meetings/Staff Questionnaire issued:September 2021November 2021March 2022May 2022National induction resource is used to support coaching conversations with new practitioners to Beanstalk. | SMTPT/DHoC | * New Practitioners to Beanstalk will feel included, informed and supported and will know how to access support.
* All Practitioners will feel more empowered and contribute/find solutions to resolve any issues arising.
* Practitioners will feel fully involved in all aspects of procedures in place, feel they have a voice and are respected and valued.
 | * Practitioners will feel safe, respected and valued and will be more confident and effective in carrying out their role supporting learners.
* Learner’s will receive high quality ELC and support from dedicated practitioners to allow them to progress in their learning and achieve their potential.
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| 1. Embed Mindfulness/Yoga practices in conjunction with training for all staff on “Do-Be Mindful”.

Appoint “Mindful Champions” in each playroom to ensure a consistent approach.  | November In-Service Training Session for all staffSPOC/Lead Practitioners will attend intensive training programme | Do-Be Mindful TrainerDo-Be Mindful Training Programme | * SPOC/Lead Practitioner to co-ordinate Mindfulness Programme appointed in each playroom.
* Practitioners will understand the benefit of using Mindfulness techniques to support Learner’s emotional wellbeing and literacy.
* Mindfulness practices will be embedded in the work of the centers.
 | * Learners will have better understanding of their emotions.
* Learners will understand the positive benefits that relaxation techniques has on their emotional health.
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| 1. Learners’s nutritional needs, encouraging healthy choices and independence skills are being taken account of through the delivery of snacks and lunches
 | August – December 2021 | Seniors in each Playroom Kerrie/Sam/Dianne HSally/Sharon | * Lunch and snack routines are well organised and provide clear structure and rhythm to the day.
* Snack and mealtimes are valued as a learning experience and a unique opportunity to get to know Learners better.
* Learners will be more independent, make choices and be more involved in the preparation/clearing away of snacks/meals.
 | * Learners will have a better understanding of making healthy choices at snack and lunch.
* As Learners explore both new and familiar taste experiences they will discover their personal likes and dislikes and how to express these.
* Learners will enjoy the social experience of snack/lunch and develop language and communication skills in a meaningful social context.
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| Ongoing Evaluation |  |

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| IMPROVEMENT OUTCOME 2 | Outcome: Consistent pedagogy for high quality learning and teaching  |
| LINKS TOHGIOELC | 1.1, 1.2, 2.2, 2.3, 2.4, 3.2 & 3.3 |
| LINKS TO GIRFEC | Achieving, Respected, Responsible, Included |
| LINKS TO NATIONAL IMPROVEMENT FRAMEWORK | Assessment of Children’s ProgressSchool ImprovementPerformance Information |
| LINKS TO FIFE COUNCIL CHILDREN’S SERVICES PLAN | Priority 6 – Broad General Education Attainment GapPriority 14 – Participation of Children and Young People |
| AIMS  | * Play pedagogy will be clear for all practitioners and children will be able to engage well with their learning across the curriculum.
* Increased opportunities and redeveloped Learning Environment will improve outcomes for Learners in Literacy and Numeracy.
* Improved quality of staff interactions/interventions will support Learner’s language and communication skills.
* Effective analysis of assessment data and follow-up actions taken as a result of this will improve outcomes for Learners.
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| Action/Task | **Timescale** | **Responsibilities** | **Measure of success** | **Expected Impact** |
| 1. The theory behind Play pedagogy is explored and understood by all practitioners and this is clearly embedded in the co-constructed curriculum we provide.
 | February In-Service DayInput using Tina Bruce’s “12 Features of Play”Jan-April 2022 Core Curriculum Course delivered via twilight sessions Additionally at these twilight sessions focus on Outdoor Learning Programme using the CI document “Out to Play” | HT/PTDHoC/EYLO | * Upskilled Practitioners confidently delivering child-led play-based learning & teaching both indoors and outdoors.
* Practitioners have deep understanding about the links between Realising the Ambition and pedagogy and building upon the Core Curriculum Course
* Core Provision in place across all playrooms.
* Rich learning environment/experiences both indoors & outdoors
* Refreshed outdoor education programme in place using the principles in “Out to Play” document.
* Child- led/driven curriculum in evidence.
* Sensitive/appropriate adult intervention. Provocations to promote new learning.
* Pace & challenge in learning is visible.
 | * Practitioners have increased knowledge and can identify how pedagogical theory about play links to daily practice.
* There is a clear rationale and shared understanding of the value of play for all Practitioners.
* Learners will have increased opportunities to explore and lead their own learning with appropriate intervention, support and challenge from Practitioners.
* Learners will achieve their potential and make good progress across all areas of the curriculum in particular Literacy & Numeracy.
* Early Level CfE tracking will show an improvement in Reading, writing and aspects of Numeracy /Maths assessment data.
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| 1. Staff will refocus on what constitutes a “Total Communication Approach” to support all learners and evaluate the quality of their interactions/interventions to support Learners
 | Twilights sessions April -June 2022 Input on “Total Communication Approach”Twilights April – June 2022Peer Monitoring Programme to assess and improve the quality of staff interactions /interventions  | DHoCPT | * Practitioners will confidently use signs and gestures routinely to support all Learners’ language development
* Sign-along – Appoint an Ambassador to promote throughout centre
* Practitioners will consistently use Boardmaker symbols throughout the nursery environment and in learning experiences to support Learners’ language and understanding.
* Symbolisation – Appoint an Ambassador to promote throughout centre
* Data will be gathered through direct observations of practitioners in pairs/trios and evaluated through quality professional dialogue.
* Action plans will be drawn up for each individual following self-reflective discussions on their own practice.
* Data collected will identify gaps/allow further focus for targeted improvement across the centre.
 | * A universal approach for communication and language will support most learners to access the curriculum and be included.
* Children will be more confident in their communications and language development.
* CfE tracking through the Early Level will show progress made in learner’s literacy skills.
* Practitioners will be more reflective and regularly evaluate the quality of their interactions with Learners and when to appropriately intervene.
* Learners will be appropriately challenged and make progress in their learning through high quality questioning /intervention.
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| 1. Embed the use of ELips assessment data to plan next steps in Literacy skills for Learners
 | February In-Service DayInput on ELiPs toolkit and analysis of data | Educational Psychologist - Ceri Titley | * A consistent approach to the assessment of Learners language and communication skills for all practitioners.
* Practitioners will be more confident and upskilled in analysing and using the assessment data to plan appropriate next steps for Learners.
 | * Children will be more confident in their communications and language development.
* ELiPs results & CfE tracking through the Early Level will show progress made in learner’s literacy skills.
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| Ongoing Evaluation |  |

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| IMPROVEMENT OUTCOME 3 | Outcome: Family learning approaches and family engagement developed  |
| LINKS TOHGIOELC | 1.2, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3 |
| LINKS TO GIRFEC | Achieving, Nurtured, Respected, Responsible, Included |
| LINKS TO NATIONAL IMPROVEMENT FRAMEWORK | Parental EngagementSchool Improvement |
| LINKS TO FIFE COUNCIL CHILDREN’S SERVICES PLAN | Priority 6 – Broad General Education Attainment GapPriority 8 – Emotional WellbeingPriority 14 – Participation of children and Young PeoplePriority 16 – Child Poverty |
| AIMS | * Home Learning links with families will be re-established to improve outcomes for learners.
* Our rich and diverse Family Work Programme will be re-established in partnership with stakeholders within the local community.
* A variety of Family Engagement opportunities will be easily accessible (either virtually or in person) to support parents/carers with their child’s learning and development.
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| Action/Task | **Timescale** | **Responsibilities** | **Measure of success** | **Expected Impact** |
| 1. Reconnection and new connections with families is nurtured and Learners are settled
 | August – December 2021 (Depending on Covid restrictions and what is permitted)October – December 2021Using Improvement Methodology and test of change.  | DHoCSeniors/Family Worker (Dianne/Kerrie/Sam)(Sally/Sharon) PT/DHoC/Senior (Kerrie Cameron) | * Establish Home Learning Links and “Bed-Time Reading” through the relaunch of the quality Literacy Lending Library and focussing on “Rhyme of the Moment” and sharing “Together Time Tubs” with parents/carers to support learner’s maths/numeracy development.
* Library and “Together Time Tubs” will be in use consistently by at least 50% of parent/carers and their children.
 | * Parents will be more aware of their key role in supporting their child’s learning.
* Parents will be more knowledgeable about the importance of shared reading and literacy/Numeracy experiences in the home.
* Parents will be more knowledgeable about rhymes and songs sung at nursery and are able to support them at home.
* Learners will show increased engagement in literacy rich play experiences.
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| 1. Parents/Carers &

Partner Agencies are involved in the co-construction of family learning opportunities  | August- December 2021 | DHoCFamily Worker/Team | * Reconnect with families in local community through various forums/questionnaires to create a Family Work Programme that is responsive to the community’s needs and supports recovery.
* Sustained high levels of engagement in Family Work Programme from the local community and parents/carers of nursery.
* Positive Feedback from participants and active engagement in the development of Family Work programme moving forward
 | * Families with babies/young children feel connected, supported and included with all aspects of their parenting and child’s development.
* Parents will have a greater awareness of their role as their child’s first educator
* Our Community Learning Programmes will continue to grow and increase to support more families with young children within the local area.
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| 1. Our current work and understanding of children’s learning is shared in innovative ways with parents
 | October 2021 – April 2022 | EYLOSeniors (Sam at Fergus Place/Sharon at Aberdour Road)All Seniors/EYLO | * Re-establish Family Work groups to deliver PEEP sessions and Bookbug session (Virtually in the first instance but moving to face-to-face possibly outdoors as restrictions ease).
* Consistent approach to the sharing of children’s learning via platform such as See-Saw Facebook, Nursery Website and regular Newsletter SWAYs.
 | * Parents/Carers are more confident in ways to support their child with their learning at home.
* Parents/carers feel well informed and involved in the life and work of the nursery and their child’ learning.
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| Ongoing Evaluation |  |