

Framework for Centre Improvement Planning 2023/2024

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Meadowburn Early Years Centre
Head Teacher / Head of Centre	HT - Jennifer Campbell DHoC - Louise Martin
Link EY QIO	Kirsty Mahindru

Centre Statement: Vision, Values & Aims and Curriculum Rationale
<p><u>Our Vision</u></p> <p>At Meadowburn Early Years Centre we put children's well-being at the forefront of everything we do. We believe that children learn best in an environment where they feel safe, happy and secure. We value all partnerships and strive to ensure all children and their families feel welcomed and included.</p> <p><u>Our Shared Values</u></p> <p>Respect, Co-operation, fairness, kindness, responsibility & honesty.</p> <p><u>Our aims:</u></p> <ul style="list-style-type: none"> • To provide a safe, stimulating and nurturing environment where all children are given opportunities to reach their full potential. • To promote independent thinking, by encouraging children to make choices in their learning. • To have an inclusive approach to learning, taking into account all levels of ability and developing minds. • To encourage positive attitudes to learning by implementing fun, interesting and challenging experiences for all children. • To provide daily opportunities for Outdoor Play. • To encourage children to explore, appreciate and respect their environment indoors and outdoors. • To develop positive partnerships with parents and families. • To link with the local community • To put the care & welfare of the children at the heart of everything we do.

Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2023/2024	2024/2025	2025/2026
Priority 1	Planning & Tracking progress - Literacy - Talk for Writing, Numeracy – Number concepts & LCFE	Planning & Tracking progress – Literacy, Numeracy	Planning & Tracking progress – Literacy, Numeracy
Priority 2	Wellbeing of All - UNCRC, Rights Respecting Nursery – Bronze Award Communication, Sustainability – Green Flag award	Wellbeing of All – UNCRC – continue 'Rights Around the World'	Wellbeing of All
Priority 3	Outdoor Learning – Literacy, Numeracy & Environmental Focus,	Outdoor Learning -	

Section 2: Improvement Priority 1	
Early Years Centre	Meadowburn EYC
Improvement Priority 1	Planning & Tracking progress – LCFE, Talk for Writing - Literacy & Numeracy
Person(s) Responsible	Depute Head of Centre, Senior Early Years Worker, Outdoor Champion, Nursery Teachers, LCFE Champions

NIF Priority	NIF Driver	HGIOELC QIs	CI quality Framework QIs	EDC Service Plan 2023-2026
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Delete / copy as required <ul style="list-style-type: none"> Improvement in attainment, particularly in Literacy and Numeracy. Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people 	Delete / copy as required Curriculum and assessment Performance information School and ELC improvement	Delete / copy as required QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.3 Developing creativity and skills for life and learning	Delete/copy as required 1.3 play and learning 3.2 leadership of play and learning 2.1 Quality of the setting for play and learning	Delete / copy as required Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Improvement in children and young people's mental health and wellbeing
Opportunities for Leadership			Resource Requirements	
<ul style="list-style-type: none"> Leading and implementing opportunities within Champion Role Sharing of good practice Leading practitioner enquiry Representing centre at workshops and meetings 			<ul style="list-style-type: none"> Staff, children & families Time & Space Rotas & schedules Policies & procedures – new or updated 	

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> PLC – Literacy & Numeracy Professional Learning Calendar – training opportunities Peer engagement – shared practice between practitioners 	<ul style="list-style-type: none"> Home Link – Numeracy & Literacy packs Workshops Curriculum Evening Progress meetings/reports Learning journal contributions

Framework for Centre Improvement Planning 2023/2024

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?	
Planning & Tracking - Individual learning and developmental progress is recorded through tracking system that best suits our practice <ul style="list-style-type: none"> All children will make progress with regards to their individual pace of learning Keyworkers will continue to develop better awareness of individual next steps in learning 	<ul style="list-style-type: none"> Leadership opportunities to support process of learning – Champion Roles Attend further training related to planning & tracking children's progress in learning – tracking and next steps 	<ul style="list-style-type: none"> Teacher to monitor journal contributions - record and implement priorities Teacher to monitor progress of tracking and next steps 	<ul style="list-style-type: none"> Monthly monitoring 	
Literacy – Talk for Writing <ul style="list-style-type: none"> All children will make progress in retelling a story and making up their own story Development of reading skills 	<ul style="list-style-type: none"> Talk for writing programme will continue – link with primary school Word Aware Yearly Calendar – teacher updates 	<ul style="list-style-type: none"> Talk for Writing will be recorded to track pre and post assessment information, qualitative and quantitative data used 	<ul style="list-style-type: none"> Pre and post assessment period 	
Numeracy - <ul style="list-style-type: none"> All children will make progress in all areas of numeracy – number concepts 	<ul style="list-style-type: none"> Link with school improvement Attend workshops Continue to update home-link packs Practitioner PDSA 	<ul style="list-style-type: none"> monitor and evaluate home-link packs feedback from children and parents 	<ul style="list-style-type: none"> Monthly monitoring 	
LCFE – <ul style="list-style-type: none"> LCFE will continue to have positive impact on all areas of nursery practice All children's language and communication needs are supported 	<ul style="list-style-type: none"> Environmental audit – signage Makaton sign of the week – displayed and on media Daily Makaton – snack, routines etc Peer observations Champion Role - PDSA 	<ul style="list-style-type: none"> Observation outcomes – next steps Use of LCFE audit tool 	<ul style="list-style-type: none"> Monthly monitoring 	

Section 2: Improvement Priority 2	
Early Years Centre	Meadowburn EYC
Improvement Priority 2	Wellbeing of All – UNCRC - Rights Respecting Nursery, Communication, Sustainability – Eco Award, Parental engagement
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Depute Head of Centre, Nurture Champion, Children's Rights Champion, Health & Wellbeing Champion, Communication Champion, Senior Early Years Worker

NIF Priority	NIF Driver	HGIOELC QIs	CI quality Framework QIs	EDC Service Plan 2023-2026
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete/copy as required	Delete / copy as required
<p>.Placing human rights and needs of every child and young person at the centre of education</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in Literacy and Numeracy. • Improvement in children and young people's health and wellbeing 	<p>School and ELC improvement</p> <p>Parent/carer involvement and engagement</p> <p>School and ELC leadership</p>	<p>QI 3.1 Ensuring wellbeing, equality & inclusion</p> <p>QI 3.3 Developing creativity and skills for life and learning</p> <p>QI 2.4 Personalised Support</p>	<p>1.1nurturing care and support</p> <p>1.3 play and learning</p> <p>1.2 Children are safe and protected</p>	<p>Improvement in children and young people's mental health and wellbeing</p> <p>Placing the human needs and rights of every child and young person at the centre of education</p> <p>Improvement in attainment in literacy and English</p>

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> • Leading and implementing opportunities within Champion Role • Sharing of good practice • Leading practitioner enquiry – PDSA • Representing centre at workshops and meetings • Leading 'Around the World' Project 	<ul style="list-style-type: none"> • Staff, children & families • Time & Space • Rotas & schedules • Policies & procedures – new or updated

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> • PDSA training • UNCRC workshops – authority PLC • Sharing practice 	<ul style="list-style-type: none"> • Raising awareness • Workshops • Linking through journals/media • Stay & Play

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?	
UNCRC – Rights Respecting Nursery <ul style="list-style-type: none"> All children will develop an awareness of their rights as individuals and learners Practitioners will develop more awareness of children's rights in practice 	<ul style="list-style-type: none"> Started bronze award application process Complete action plan Rights committee – link with school Rights around the world project Community links – supporting charities In-service updates PDSA Parental involvement Nurture – Champion role 	<ul style="list-style-type: none"> Achieve bronze award Children's Rights are evident in practice and planning process UNCRC article is now evident when tracking learning 	<ul style="list-style-type: none"> August 23 Monthly meetings? 	
Sustainability – Eco Green Flag <ul style="list-style-type: none"> All children develop awareness of sustainability – looking after the environment 	<ul style="list-style-type: none"> Continue green flag progress – Action Plan Eco Committee – link with school Parental involvement PDSA 	<ul style="list-style-type: none"> Achieve Green Flag Monitor progress using Action Plan time frame 	<ul style="list-style-type: none"> Monthly audit – time frame Planned meetings 	
Communication <ul style="list-style-type: none"> All children communicate in a way that suits their first/second languages and methods of communication 	<ul style="list-style-type: none"> Makaton sign of the week Cultural celebrations First/second languages are better supported Signage throughout the nursery in different languages PDSA 	<ul style="list-style-type: none"> Evidence in practice Environmental Health & Well-being measures 	<ul style="list-style-type: none"> Weekly signs Celebrations as they arise 	

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Section 2: Improvement Priority 3	
Early Years Centre	Meadowburn Early Years Centre
Improvement Priority 3	Outdoor Learning – Literacy, Numeracy, Environmental Focus
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Senior Early Years Worker, Outdoor Champion, Eco Champion, Nursery Teachers, Family Champion

NIF Priority	NIF Driver	HGIOELC QIs	CI quality Framework QIs	EDC Service Plan 2023-2026
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete/copy as required	Delete / copy as required
<ul style="list-style-type: none"> Improvement in attainment, particularly in Literacy and Numeracy. Improvement in children and young people's health and wellbeing Improvement in skills and sustained, positive school-leaver destinations for all young people; 	Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement	QI 2.5 Family Learning QI 1.1 Self evaluation for self improvement QI 3.3 Developing creativity and skills for life and learning	1.3 play and learning 1.4 Family engagement 2.2 Children experience high quality facilities	Improvement in attainment in literacy and English Improvement in children and young people's mental health and wellbeing Improvement in attainment in numeracy and Maths

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> Leading and implementing opportunities within Champion Role Sharing of good practice Leading practitioner enquiry – PDSA Representing centre at workshops and meetings Leading Garden Project – Nurturing/Sensory Space 	<ul style="list-style-type: none"> Staff, children & families Time & Space Rotas & schedules Policies & procedures – new or updated

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> PDSA training Outdoor Learning workshops – authority PLC Sharing practice Leading Garden Project 	<ul style="list-style-type: none"> Stay & Play Curriculum Events Workshops Evaluations

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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?	
Literacy – <ul style="list-style-type: none"> all practitioners will develop better awareness of outdoor learning through literacy children who prefer outdoors will benefit from a more focussed approach 	<ul style="list-style-type: none"> To develop more literacy opportunities in the outdoor environment To develop literacy packs for outdoors To attend outdoor training opportunities To visit other centres – shared practice 	<ul style="list-style-type: none"> Literacy audit Monitoring environment Evidence in planning & tracking Evidence in floor books 	<ul style="list-style-type: none"> Monthly 	
Numeracy – <ul style="list-style-type: none"> all practitioners will develop better awareness of outdoor learning through numeracy children who prefer outdoors will benefit from a more focussed approach 	<ul style="list-style-type: none"> To develop numeracy packs for outdoors – Benchmarks To attend outdoor training opportunities To visit other centres – shared practice To link with Numeracy Champion – PDSA? 	<ul style="list-style-type: none"> Numeracy Audit Monitoring environment Evidence in planning & tracking Evidence in floor books 	<ul style="list-style-type: none"> Monthly 	
The environment – <ul style="list-style-type: none"> Sensory Garden – children will benefit from a quiet/ nurturing space outdoors All children will develop a sense of pride in looking after their natural environment. 	<ul style="list-style-type: none"> Planting To plan local area outings To plan nature/forest walks To plan workshops To link with Eco Champion – Action Plan 	<ul style="list-style-type: none"> evidence in floor books learning journals feedback Eco Action Plan 	<ul style="list-style-type: none"> ongoing 	