

Framework for Centre Improvement Planning 2024/2025

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

Centre Statement: Vision, Values & Aims and Curriculum Rationale
<p style="text-align: center;"><u>Our Vision</u></p> <p style="text-align: center;">To create a warm, friendly and nurturing environment, where everyone feels welcome and included. To inspire a love for learning, by creating an ethos where individual ideas, skills and achievements are valued and celebrated</p> <p style="text-align: center;"><u>Our values:</u></p> <p style="text-align: center;">Kindness, Inspiration, Care, Respect & Co-operation</p> <p><u>We aim to:</u></p> <ul style="list-style-type: none"> • Provide a safe, stimulating and nurturing environment where all children are given opportunities to reach their full potential. • Put the care & welfare of the children at the heart of everything we do. • Promote independent thinking, by encouraging children to make choices in their learning. • Have an inclusive approach to learning, taking into account all levels of ability and developing minds. • Encourage positive attitudes to learning by implementing fun, interesting and challenging experiences for all children. • Provide opportunities for Outdoor Play. • Encourage children to explore, appreciate and respect their environment indoors and outdoors. • Develop partnerships with parents and families. • Link with the local community

We put HEALTH & WELL BEING at the heart of everything we do.
 Striving towards an inclusive and nurturing environment for all.

The Six Principles Of Nurture

1. Children's learning is understood developmentally
2. The environment offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Meadowburn Early Years Centre Curriculum Rationale



Partnerships

The relationship of every child with themselves, their parents/carers, family and wider community are valued.

Parent/Carer Partners

We are committed to working in partnership with parents/carers to provide high-quality learning and play opportunities for children. We believe that children benefit most from their early years' experiences when we work in partnership.

Community & Agency Partners

We place a great deal of importance in our children having access to the local community. This is done by:

- Local walks
- Trips and visits
- School and nursery links



Agency partners, such as Health Visitor, provide valuable guidance and support to families, children and staff during children's early years

Play Pedagogy

Our Vision

To create a warm, friendly and nurturing environment, where everyone feels welcome and included.

To inspire a love for learning, by creating an ethos where individual ideas, skills and achievements are valued and celebrated.

Our Values

Kindness, Inspiration, Care, Respect, Co-operation

Responsive & Nurturing Learning

By observing children carefully we facilitate and guide learning, supporting and extending interests

Our Principles

Fun, Challenge, Breadth, Depth, Enjoyment, Variety, Choice, Skills development, Individuality & Achievement



What makes Meadowburn Unique?

This is what the children, staff and families say makes Meadowburn unique.....

The staff are amazing Commitment

Dedication Caring staff

warm, nurturing environment

Playing Caring and nurturing It's great

Our vision The people Relationships

Children's voices Improvement

The toys Standard of care

Working together Care

My friends The outdoors

Opportunities to get involved



Curriculum

Curriculum for Excellence

There are eight curriculum areas....

- Literacy
- Numeracy
- Expressive Arts
- Health & Wellbeing
- Sciences
- Technologies
- Social Studies
- Religious & Moral Education

Curriculum for Excellence emphasises the importance of nurturing learners to help them develop the knowledge and skills they need for positive mental, emotional, social and physical wellbeing at nursery, in their everyday lives which will be sustained into adult life as....



The right's of the child

Article 3 – The Best Interests of the Child

Getting it Right for Every Child recognises that children's best interests, as described in UNCRC, are achieved by taking into account all factors that shape their wellbeing.

We are a Right's Respecting Nursery



Article 12 – when adults are making decisions, children have the right to say what they think should happen and have their opinions taken into account

Children's voices and opinions are heard and valued, they are treated with dignity and respect.

Article 31 – children have the right to play and rest

Children have choice in their play and learning and can access a variety of experiences in their day.

Sustainability

We are an Eco Schools Green Flag awarded nursery



Actions & Achievements

- Sensory Garden
- Orchard
- Recycling and reusing
- Saving energy
- Community links
- Forest school
- Litter picking
- Daily mile
- Charity donations
- Daily outdoor play
- Looking after the environment and living creatures

Our journey continues

Through gardening, exploration and play outdoors children develop an understanding of the natural world, begin to appreciate its beauty and learn to take care of it.

Froebel Trust



Outdoor play & learning

Children have daily opportunities to participate in outdoor play and learning. They can access a variety of experiences within any three of our outdoor areas.

Children have the freedom to explore and investigate, developing curiosity and imaginations. They develop co-operation skills, managing risk and problem solving.

Froebel and the nursery garden

The garden was central to Froebel's idea of 'kindergarten'. It was a place where young children could grow and learn at their own pace with adults who cultivated their learning just as good gardeners nurture young plants. Froebel saw children as active, curious, creative learners. He considered that children learn best through self-activity, rich first-hand experience, problem-solving, play and talk. They thrive when they are emotionally secure, joyful and in close relationships with others.

Outdoor play and Exploration A Froebelian Approach

Guidance for continuous improvement

How good is our Early Learning & Childcare

A quality framework for day care of children

Realising the Ambition

Health & Social Care Standards

LCFE – Language & Communication Friendly Establishment

Setting the Table

My World Outdoors

Space to Grow & Thrive

Out to Play

The Promise

Up, Up & Away

Froebelian Principles

Curriculum for Excellence





	Looking Forwards – 3 Year Improvement Plan Priorities Bullet point key priorities for the next 3 years		
Session	2024/2025	2025/2026	2026/2027
Priority 1	Wellbeing of All – Up, up and away, The Promise and Inclusive practices	Wellbeing of All – Up, up and away, The Promise and Inclusive practices	Wellbeing of All – Up, up and away, The Promise and Inclusive practices
Priority 2	Partnerships - Family Engagement	Partnerships	Partnerships
Priority 3	Play Pedagogy - Developing literacy and numeracy skills – focus on progression frameworks	Play Pedagogy	Play Pedagogy

Section 2: Improvement Priority 1	
Early Years Centre	Meadowburn Early Years Centre
Improvement Priority 1	Wellbeing of all – Up, up and away/ The Promise/ GIRFEC
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Depute Head of Centre, Senior Early Years Worker, Early Years Teacher and Early Years Workers In collaboration with East Dunbartonshire Council, Education Scotland and Partner Learning Providers

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
.Placing human rights and needs 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;	School and ELC improvement Parent/carer engagement and family learning Performance information	QI 3.1 Ensuring wellbeing, equality & inclusion QI 3.3 Developing creativity and skills for life and learning QI 2.4 Personalised Support	1.1nurturing care and support 2.1 Quality of the setting for play and learning 1.4 Family engagement	Closing the attainment gap between the most and least disadvantaged Placing the human needs and rights of every child and young person at the centre of education Improvement in children and young people's mental health and wellbeing

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Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> Leading and implementation of PDSA (plan do study act) in line with current pedagogy of practice Sharing good practice throughout the authority Representing centre at Professional Learning Communities (PLC) 	<ul style="list-style-type: none"> Staff, children and families Time and space Rotas and schedules Guidance, policies and procedures
Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> Attending PLC groups in line with Champion Role Professional learning calendar Peer engagement – sharing good practice Updating knowledge through professional reading and further studies 	<ul style="list-style-type: none"> STAY and PLAY Home link packs Curriculum events and information sharing Progress reports and meetings Learning journal contributions Involvement in evaluation of centre and practice

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?	
Rights of the Child - Going for Silver accreditation <ul style="list-style-type: none"> All children have awareness of their rights as individuals and can talk about them in age appropriate language Children develop their skills through four capacities of learning as successful learners, confident individuals, effective contributors and responsible citizens 	<ul style="list-style-type: none"> Started award application Complete action plan Family involvement – continue with buttons bear and sharing his journey through learning journals. Individual skills and achievements are celebrated and shared with parents/carers - displayed on star award tree. 	<ul style="list-style-type: none"> Action plan to achieve Silver award Children's rights are evident in practice and policy Measure impact on well-being during termly evaluations – Ferre Laevers observations 	June 25 Ongoing	
Up, up and away – developing and sustaining the inclusive learning environment	<ul style="list-style-type: none"> Introduction to Up, up and away at August in-service. Full staff training session at October in-service 	<ul style="list-style-type: none"> Environmental audit to determine starting point for Action plan 	June 25	

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<ul style="list-style-type: none"> All children's needs will be better understood and supported through increased staff understanding of inclusion, nurture and additional support needs. Improved environments for Children: using environmental audit tools to evaluate and adapt the environment. <ul style="list-style-type: none"> Children will experience improved approaches for Supporting Children using the Up, up and away guidance. 	<ul style="list-style-type: none"> Identified mentors to attend cluster meetings and professional dialogue sessions. Action plan to be implemented through self-evaluation and guidance 	<ul style="list-style-type: none"> Planned feedback meetings with cluster group Evaluation of outcomes and next steps Follow guidance and audit tool 		
Nurture & PATHs <ul style="list-style-type: none"> All children will have opportunities to participate in Nurture lunch and PATHs sessions, leading to improved understanding of feelings and resilience. 	<ul style="list-style-type: none"> Continue with PDSA cycle of improvement Attend authority PLCs Liaise with parents/carers Record impact on children's wellbeing and resilience 	<ul style="list-style-type: none"> wellbeing and involvement observations – using Leuven Scale PDSA information SDQ Progress reports 	Ongoing June 25	
Staff wellbeing <ul style="list-style-type: none"> All staff will feel supported in their workplace 	<ul style="list-style-type: none"> Plan staff wellbeing activities for in-service days PDR process Wellbeing chats 	<ul style="list-style-type: none"> PDR evaluations Evaluations – verbal, paper and electronic Observations 	Termly Ongoing	
The Promise & GIRFEC <ul style="list-style-type: none"> All staff have the opportunity to develop their understanding of 'The Promise' leading to improved outcomes for children. All staff to develop more awareness of wellbeing processes – support plans and assessments 	<ul style="list-style-type: none"> Information sessions during staff meeting and in-service Research and reading materials available to all staff Support children and families – wellbeing process Link with supporting agencies 	<ul style="list-style-type: none"> Increased confidence with staff involvement in Support plans and wellbeing assessments Staff feedback PDSA 	Ongoing	

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Early Years Centre	Meadowburn Early Years Centre
Improvement Priority 2	Family Engagement
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Depute Head of Centre, Senior Early Years Worker, Early Years Teacher and Early Years Workers In collaboration with East Dunbartonshire Council, Education Scotland and Partner Learning Providers

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
Delete / copy as required .Placing human rights and needs 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;	Delete / copy as required Parent/carer engagement and family learning School and ELC improvement Curriculum and assessment	Delete / copy as required QI 2.5 Family Learning QI 2.7 Partnerships QI 3.1 Ensuring wellbeing, equality & inclusion	Delete/copy as required 1.4 Family engagement 1.5 effective transitions 1.1nurturing care and support	Delete / copy as required Closing the attainment gap between the most and least disadvantaged Placing the human needs and rights of every child and young person at the centre of education Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> Family Champion Role Leading & implementing children and family's experiences Leading & implementing local trips/walks 	<ul style="list-style-type: none"> Staff, children & families Time & Space Rotas & schedules Community Links Policies & procedures
Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> Leadership Roles Staff development opportunities Shared practice – network between other centres Reading & Research 	<ul style="list-style-type: none"> Effective communication Feedback from parents Partnership working Involvement in policy & procedure development Attendance at workshops, trips & play sessions

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?	
Effective communication – <ul style="list-style-type: none"> Effective communication methods ensure information is shared with all families. This has beneficial impact on children as parents/ carers are involved in the life of the centre. 	Welcome pack update - <ul style="list-style-type: none"> Welcome Newsletter Care Plan Enrolment forms NHS guidance Yearly Calendar Updated handbook Communication – <ul style="list-style-type: none"> Daily dialogue Emails Social Media Blog updates Update Website Newsletters Calendar of events 	<ul style="list-style-type: none"> Professional dialogue to discuss impact and improvements Glow surveys to gather feedback from parents/carers and staff Verbal feedback – daily dialogue Children's voice – observe impact on practice 	Ongoing throughout the year	
Partnerships – <ul style="list-style-type: none"> Effective partnerships will increase family engagement, having positive impact on children's well-being and progression. Children will experience broader learning experiences through linking with the community. 	<ul style="list-style-type: none"> Stay & play sessions Workshops Curriculum events Progress reports and meetings Home link packs Learning Journals – contributions from nursery and home Parent Forums 	<ul style="list-style-type: none"> Glow surveys Professional dialogue Verbal feedback Children's voice Learning journal audits to monitor consistency and best practice 	Ongoing throughout the year	

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<p>Supporting children and families</p> <ul style="list-style-type: none"> Through consideration of individual children and family's needs, they will have a positive experience of learning and education services. 	<p>Family champion role -</p> <ul style="list-style-type: none"> Link with Supporting Families team – support and guidance Implement Families Connect programme Link with community <p>Supporting children's needs –</p> <ul style="list-style-type: none"> Open dialogue with parents/carers Support for all TAC meetings and agency supports Referral processes Tracking progress 	<ul style="list-style-type: none"> Practitioner evaluations Pre and post questionnaires Children's voice Glow Surveys 	<p>June 25</p>	
<p>Evaluating Practice –</p> <ul style="list-style-type: none"> Parents/Carers will feel valued and empowered in their role as active participants in decision making processes which will in turn bring positive outcomes for children as they grow and develop. 	<ul style="list-style-type: none"> Surveys to inform good practice and improvements Parent Forums Involvement in policy updates Daily dialogue 	<ul style="list-style-type: none"> Professional dialogue Glow surveys Parent/Carer dialogue and verbal feedback Children's voice 	<p>Ongoing throughout the year</p>	

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Section 2: Improvement Priority 3	
Early Years Centre	Meadowburn Early Years Centre
Improvement Priority 3	Developing literacy and numeracy skills – focus on progression frameworks
Person(s) Responsible	Depute Head of Centre, Senior Early Years Worker, Early Years Teacher and Early Years Workers In collaboration with East Dunbartonshire Council, Education Scotland and Partner Learning Providers

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
<ul style="list-style-type: none"> Improvement in achievement, particularly in Literacy and Numeracy. Closing the attainment gap between the most and least disadvantaged children and young people; Placing human rights and needs of every child and young person at the centre of education 	School and ELC improvement Curriculum and assessment Parent/carer engagement and family learning	QI 3.2 Ensuring children's progress QI 2.3 Learning, Teaching & Assessment QI 3.3 Developing creativity and skills for life and learning	1.3 play and learning 1.4 Family engagement 3.2 leadership of play and learning	Improvement in attainment in literacy and English Closing the attainment gap between the most and least disadvantaged Placing the human needs and rights of every child and young person at the centre of education

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> Leading and implementing opportunities within Champion Role Sharing of good practice Leading PDSA – plan do study act 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

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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 & Numeracy progression frameworks - <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 through progression frameworks 	<ul style="list-style-type: none"> Leadership opportunities to support process of learning – Champion Roles based on interests and skills Attend further training related literacy and numeracy development and progression Nursery teacher will lead and support staff through process of change All staff will be involved in regular evaluation of practice through PDSA cycle All staff will pilot use of progression frameworks to carryout observations and track children's learning through learning journal 	<ul style="list-style-type: none"> Moderation meetings will be arranged between practitioners and nursery teacher to discuss and measure understanding and impact on learners Regular literacy and numeracy audits will be carried out by champions and nursery teacher Area/Room meetings will be carried out to allow all staff to participate in evaluative discussions and practice updates Nursery teacher and SMT will monitor use of progression frameworks with intention of embedding on practice 	<ul style="list-style-type: none"> Monthly – monitoring Termly evaluations will be implemented Fortnightly feedback meetings with staff 	
Talk for Writing & Word Aware <ul style="list-style-type: none"> All children will make progress in telling, retelling and predicting stories Development of communication, listening and reading skills Development of imagination as they create own stories 	<ul style="list-style-type: none"> Talk for writing programme will be adapted in line with current pedagogy of practice – more child initiated approach to learning and assessing Nursery teacher will link with literacy champion to continue with word aware programme and link both together 	<ul style="list-style-type: none"> Nursery teacher will assess impact on key literacy skills through implementation of programme. 	<ul style="list-style-type: none"> Progress will be tracked 	