

## Framework for Centre Improvement Planning 2025/2026

| Section 1: Centre Information and 3 Year Improvement Plan Priorities |                                                                           |
|----------------------------------------------------------------------|---------------------------------------------------------------------------|
| Early Years Centre                                                   | Meadowburn EYC                                                            |
| Head Teacher / Head of Centre                                        | Jennifer Campbell – Head Teacher<br>Louise Martin – Depute Head of Centre |
| 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.<br/>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><br/>Kindness, Inspiration, Care, Respect &amp; Co-operation</p> <p><u>We aim to:</u></p> <ul style="list-style-type: none"> <li>• Provide a safe, stimulating and nurturing environment where all children are given opportunities to reach their full potential.</li> <li>• Put the care &amp; welfare of the children at the heart of everything we do.</li> <li>• Promote independent thinking, by encouraging children to make choices in their learning.</li> <li>• Have an inclusive approach to learning, taking into account all levels of ability and developing minds.</li> <li>• Encourage positive attitudes to learning by implementing fun, interesting and challenging experiences for all children.</li> <li>• Provide opportunities for Outdoor Play.</li> <li>• Encourage children to explore, appreciate and respect their environment indoors and outdoors.</li> <li>• Develop partnerships with parents and families.</li> <li>• Link with the local community</li> </ul> |

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
- 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**

**RIGHTS RESPECTING SCHOOLS**

**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**

**Green Flag Award**

**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.

**Freobel 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 imagination. They develop co-operation skills, managing risk and problem solving.

**Freobel and the nursery garden**

The garden was central to Freobel'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. Freobel 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 Freobelian 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**

**Freobelian Principles**

**Curriculum for Excellence**

**the promise scotland**

Framework for Centre Improvement Planning 2025/2026

|                   | <b>Looking Forwards – 3 Year Improvement Plan Priorities</b><br>Bullet point key priorities for the next 3 years                             |                                                                                                                                                                    |                                |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>Session</b>    | <b>2025/2026</b>                                                                                                                             | <b>2026/2027</b>                                                                                                                                                   | <b>2027/2028</b>               |
| <b>Priority 1</b> | <b>LANGUAGE &amp; LITERACY</b> <ul style="list-style-type: none"> <li>Up Up and Away year 1</li> <li>Listening and Talking</li> </ul>        | <b>LANGUAGE &amp; LITERACY</b> <ul style="list-style-type: none"> <li>Up Up and Away year 2</li> <li>Listening and Talking</li> <li>Reading and Writing</li> </ul> | <b>LANGUAGE &amp; LITERACY</b> |
| <b>Priority 2</b> | <b>PLAY &amp; PEDAGOGY</b> <ul style="list-style-type: none"> <li>Froebelian principles in practice</li> <li>STEM - Maths in play</li> </ul> | <b>PLAY AND PEDAGOGY</b> <ul style="list-style-type: none"> <li>STEM</li> </ul>                                                                                    | <b>PLAY &amp; PEDAGOGY</b>     |
| <b>Priority 3</b> | <b>WELLBEING OF ALL</b> <ul style="list-style-type: none"> <li>Going for Gold – UNCRC</li> <li>Staff learning and development</li> </ul>     | <b>WELLBEING OF ALL</b> <ul style="list-style-type: none"> <li>Going for Gold – UNCRC</li> <li></li> </ul>                                                         | <b>WELLBEING OF ALL</b>        |

Framework for Centre Improvement Planning 2025/2026

| Section 2: Improvement Priority 1 |                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Early Years Centre                | MEADOWBURN EYC                                                                                                                                                                                                                                                                                                                                                                       |
| Improvement Priority 1            | LANGUAGE AND LITERACY – Up Up and Away, Listening and Talking                                                                                                                                                                                                                                                                                                                        |
| Person(s) Responsible             | <p>Who will be leading the improvement? Who will they collaborate with?</p> <p><b>DEPUTE HEAD OF CENTRE, NURSERY TEACHER AND CHAMPIONS</b></p> <p><b>Collaborating with:</b></p> <ul style="list-style-type: none"> <li>• Colleagues across authority</li> <li>• Speech and Language Therapist</li> <li>• Educational Psychologist</li> <li>• Quality Improvement Officer</li> </ul> |

| NIF Priority | NIF Driver | HGIOELC QIs | CI Quality Framework QIs | EDC Service Plan 2024-2027 |
|--------------|------------|-------------|--------------------------|----------------------------|
|--------------|------------|-------------|--------------------------|----------------------------|

|                                                                                                                                                                                                                                                                   |                                                                                                     |                                                                                                             |                                                                                                                     |                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Delete / copy as required</p> <ul style="list-style-type: none"> <li>• Improvement in achievement, particularly in Literacy and Numeracy.</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people;</li> </ul> | <p>Delete / copy as required</p> <p>School and ELC improvement</p> <p>Curriculum and assessment</p> | <p>Delete / copy as required</p> <p>QI 2.3 Learning, Teaching &amp; Assessment</p> <p>QI 2.2 Curriculum</p> | <p>Delete/copy as required</p> <p>1.3 play and learning</p> <p>2.1 Quality of the setting for play and learning</p> | <p>Delete / copy as required</p> <p>Improvement in attainment in literacy and English</p> <p>Closing the attainment gap between the most and least disadvantaged</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Framework for Centre Improvement Planning 2025/2026

| Opportunities for Leadership                                                                                                                                                                                                                                                                            | Resource Requirements                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Leading and implementing opportunities within Champion Role</li> <li>Professional networking and sharing of good practice</li> <li>Leading PDSA – plan do study act (six week sprint approach)</li> <li>Representing centre at workshops and meetings</li> </ul> | <ul style="list-style-type: none"> <li>Staff, children &amp; families</li> <li>Time &amp; Space</li> <li>Rotas &amp; schedules</li> <li>Policies, procedures and guidance</li> </ul> |

| Professional Learning                                                                                                                                                                                                                                                                                                        | Parental Engagement and Involvement                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Professional Learning Community (PLC) involvement</li> <li>Authority training opportunities – professional learning</li> <li>Peer engagement – shared practice between practitioners</li> <li>Guidance and supports from specialist partners</li> <li>Research and reading</li> </ul> | <ul style="list-style-type: none"> <li>Home Link opportunities – literacy packs</li> <li>Workshops at nursery</li> <li>Curriculum Events</li> <li>Progress meetings and updates</li> <li>Learning journal contributions from nursery and home</li> <li>Care plan updates</li> </ul> |

| Outcomes/Expected Impact                                                                                                                                                                                                                                                                                                                                                                                | Tasks/Interventions                                                                                                                                                                                                                                                                                                                                                                    | Measures                                                                                                                                                                                                                                                                                                                                        | Timescale(s)                                                                                                                                                                                                                                                                                                               | Progress |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Outcomes for learners.                                                                                                                                                                                                                                                                                                                                                                                  | Activities agreed through PDR processes – e.g. leadership / champion roles.<br>Professional Learning<br>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?<br>When will outcomes be measured?                                                                                                                                                                                                                                              |          |
| <b>Up Up and Away</b> – leading on from pilot year to sustaining the language and communication inclusive learning environment <ul style="list-style-type: none"> <li>All children will benefit from an holistic approach to supporting their development of language and communication</li> <li>Assessment tools and guidance will be used to inform universal and individual support plans</li> </ul> | <ul style="list-style-type: none"> <li>All staff will attend recap information session at August in-service</li> <li>Identified Champions will attend cluster meetings and professional dialogue sessions.</li> <li>New Action plan to be implemented through self-evaluation and guidance</li> <li>Champions will lead Action plan through six week sprint approach (PDSA)</li> </ul> | <ul style="list-style-type: none"> <li>Pre and post environmental audits will be carried out to inform action plan progress</li> <li>Observation tools will be used to record and support children's progress and development</li> <li>To do, Doing, Done approach will be used to highlight progress and next steps and challenges.</li> </ul> | August – <ul style="list-style-type: none"> <li>recap</li> <li>Complete Audit</li> </ul> Sept – <ul style="list-style-type: none"> <li>Develop Action plan (SMART targets)</li> </ul> October - <ul style="list-style-type: none"> <li>Measure impact – 6 weeks sprints</li> <li>Record progress and challenges</li> </ul> |          |

## Framework for Centre Improvement Planning 2025/2026

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> <li>Children's language and communication needs will be met with support from partner agencies and professionals</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Continuation of planning/evidence book</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>January –</p> <ul style="list-style-type: none"> <li>Continue with action plan targets</li> </ul> <p>May 2026 –</p> <ul style="list-style-type: none"> <li>Complete self-evaluation</li> <li>Measure impact of Actions</li> </ul>                                                                                                                                                                                                                     |  |
| <p><b>Listening and Talking</b></p> <p>Children -</p> <ul style="list-style-type: none"> <li>All children will benefit from opportunities to enjoy exploring and playing with patterns and sounds of language, and use what they learn</li> <li>All children will benefit from opportunities to explore events and characters in stories and other texts, sharing thoughts in different ways</li> <li>All children will benefit from listening and talking in different situations, learning to take turns and listen to others</li> <li>All children will benefit from participating in real and imaginary situations, sharing experiences and feelings in a way to communicate their message</li> </ul> <p>Staff –</p> <ul style="list-style-type: none"> <li>All staff will enhance their knowledge of the Literacy curriculum. They will further develop their understanding of</li> </ul> | <ul style="list-style-type: none"> <li>Literacy Champions will attend authority PLC meetings to engage in professional dialogue and sharing of practice</li> <li>Literacy Champions will attend training opportunities – this will be shared with all staff</li> <li>Literacy Three year improvement cycle journey to commence with PDSA approach</li> <li>Depute Head of Centre will link with partner nursery to share good practice</li> <li>Nursery Teacher will liaise with colleagues across authority to share good practice and ideas for improvement</li> <li>All staff will engage in learning and development opportunities throughout the year</li> <li>Nursery Teacher will monitor and support staff through planning and tracking process</li> </ul> | <ul style="list-style-type: none"> <li>New progression framework tracking system will be used to monitor progress and achievements</li> <li>Nursery teacher will complete moderation cycle throughout the year</li> <li>Nursery teacher will record progress and developments through overall tracking system</li> <li>Pre and post observations will be completed</li> <li>To do, Doing, Done approach will be used to monitor progress, highlight next steps and challenges</li> </ul> | <p>August 25 –</p> <ul style="list-style-type: none"> <li>Discuss at in-service</li> <li>Link with partner nursery</li> </ul> <p>September to Dec –</p> <ul style="list-style-type: none"> <li>Track children's learning and development</li> <li>Complete mid-year progress report</li> </ul> <p>January to May –</p> <ul style="list-style-type: none"> <li>Track children's learning and development</li> <li>Complete end of year reports</li> </ul> |  |

## Framework for Centre Improvement Planning 2025/2026

|                                                                                              |  |  |  |  |
|----------------------------------------------------------------------------------------------|--|--|--|--|
| experiences and outcomes, benchmarks and skills within the listening and talking curriculum. |  |  |  |  |
|----------------------------------------------------------------------------------------------|--|--|--|--|

| Section 2: Improvement Priority 2 |                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Early Years Centre</b>         | <b>MEADOWBURN EYC</b>                                                                                                                                                                                                                                                                                                                         |
| <b>Improvement Priority 2</b>     | <b>PLAY &amp; PEDAGOGY – Froebelian principles in practice, STEM, maths in play</b>                                                                                                                                                                                                                                                           |
| <b>Person(s) Responsible</b>      | <p>Who will be leading the improvement? Who will they collaborate with?</p> <p>DEPUTE HEAD OF CENTRE, NURSERY TEACHER, SENIOR EYW, EARLY YEARS WORKERS AND CHAMPIONS</p> <p>Collaborating with:</p> <ul style="list-style-type: none"> <li>• Authority representatives</li> <li>• Education Scotland</li> <li>• Training providers</li> </ul> |

| NIF Priority                                                                                                                                          | NIF Driver                                                                                       | HGIOELC QIs                                                                                                                                                                         | CI Quality Framework QIs                                                                                                                                 | EDC Service Plan 2024-2027                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <p>Delete / copy as required</p> <ul style="list-style-type: none"> <li>• Improvement in children and young people's health and wellbeing;</li> </ul> | <p>Delete / copy as required</p> <p>Curriculum and assessment<br/>School and ELC improvement</p> | <p>Delete / copy as required</p> <p>QI 2.2 Curriculum<br/>QI 3.1 Ensuring wellbeing, equality &amp; inclusion<br/>QI 3.3 Developing creativity and skills for life and learning</p> | <p>Delete/copy as required</p> <p>1.3 play and learning<br/>2.1 Quality of the setting for play and learning<br/>3.2 leadership of play and learning</p> | <p>Delete / copy as required</p> <p>Improvement in children and young people's mental health and wellbeing</p> |

## Framework for Centre Improvement Planning 2025/2026

| Opportunities for Leadership                                                                                                                                                                                                                                                                                                                    | Resource Requirements                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Leading and implementing opportunities within new Champion Role</li> <li>Professional networking and sharing of good practice</li> <li>Leading PDSA – plan do study act (six week sprint approach)</li> <li>Representing centre at workshops and meetings</li> <li>Development of areas/zones</li> </ul> | <ul style="list-style-type: none"> <li>Staff, children &amp; families</li> <li>Time &amp; Space</li> <li>Rotas &amp; schedules</li> <li>Policies, procedures and guidance</li> <li>STEM nation award application – Action plan</li> </ul> |

| Professional Learning                                                                                                                                                                                                                                                                                 | Parental Engagement and Involvement                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Training opportunities – professional learning</li> <li>Peer engagement – shared practice between practitioners</li> <li>Guidance and supports from specialist partners</li> <li>Research and reading</li> <li>Networking – visits to other centres</li> </ul> | <ul style="list-style-type: none"> <li>Home Link opportunities – Maths packs</li> <li>Workshops at nursery</li> <li>Curriculum Events</li> <li>Learning journal contributions from nursery and home</li> <li>Stay and Play opportunities</li> </ul> |

| Outcomes/Expected Impact                                                                                                                                                                                                                                                        | Tasks/Interventions                                                                                                                                                                                                                                      | Measures                                                                                                                                                                                                                                                 | Timescale(s)                                                                                                   | Progress |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------|
| Outcomes for learners.                                                                                                                                                                                                                                                          | Activities agreed through PDR processes – e.g. leadership / champion roles.<br>Professional Learning<br>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?<br>When will outcomes be measured?                                  |          |
| <b>STEM – Science, Technology, Engineering, Maths</b> <ul style="list-style-type: none"> <li>All children will have more opportunities to engage in STEM experiences both indoors and outdoors, leading to cross curricular skills development and learning.</li> </ul> Staff - | <ul style="list-style-type: none"> <li>STEM area identified within the playrooms – linking with woodwork</li> <li>Champion role to be identified through PDR process</li> <li>All staff will engage in learning and development opportunities</li> </ul> | <ul style="list-style-type: none"> <li>Application of STEM Nation Award</li> <li>Pre and post environmental audits will be carried out to inform and develop action plan</li> <li>PDSA will be implemented - To do, Doing, Done approach will</li> </ul> | <ul style="list-style-type: none"> <li>Ongoing from August 2025 to July 2026</li> <li>Termly audits</li> </ul> |          |

Framework for Centre Improvement Planning 2025/2026

|                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> <li>Staff will participate in learning and development experiences to further their knowledge and skills, leading to improved outcomes for children.</li> </ul>                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Complete application for STEM Nation Award</li> <li>Implement STEM experiences – linking with digital ambassadors and woodwork champion</li> </ul>                                                                                                                                                    | <p>be used to highlight progress and next steps and challenges</p> <ul style="list-style-type: none"> <li>Learning and achievements will be shared through learning journals</li> <li>Updates will be shared through email, Newsletters, Blog and social media platforms</li> </ul>                                                                                           |                                                                                                                |  |
| <p><b>Maths in play</b></p> <p>Children -</p> <ul style="list-style-type: none"> <li>All children will have the opportunity to engage in high quality numeracy experiences, leading to progress and skills development.</li> </ul> <p>Staff -</p> <ul style="list-style-type: none"> <li>Staff will further their knowledge and skills in facilitating mathematical learning experiences for children.</li> </ul> | <ul style="list-style-type: none"> <li>Nursery Teacher and Numeracy Champion will support the delivery of numeracy and maths experiences throughout the nursery</li> <li>Nursery Teacher and Numeracy Champion will attend training and authority PLC's</li> <li>Numeracy Champion will link with STEM champion</li> </ul>                   | <ul style="list-style-type: none"> <li>Children's learning will be tracked through new tracking system – using progression framework</li> <li>Nursery teacher will record all children's progress through numeracy</li> <li>Observations will be carried out and recorded through learning journals</li> <li>Planning boards will highlight learning through maths</li> </ul> | <ul style="list-style-type: none"> <li>Ongoing from August 2025 to July 2026</li> <li>Termly audits</li> </ul> |  |
| <p><b>Froebelian principles in practice</b></p> <p>Staff -</p> <ul style="list-style-type: none"> <li>All staff will continue to develop an understanding and increased knowledge of Froebelian principles in play. They will capture meaningful observations linked to individual children's interests and skills development</li> </ul> <p>Children -</p>                                                       | <ul style="list-style-type: none"> <li>Inspired by Froebelian principles, Depute Head of Centre will lead staff team in the delivery of high quality learning experiences.</li> <li>All staff will re-visit curriculum rationale principles and guidance during August in-service</li> <li>Ongoing training opportunities will be</li> </ul> | <ul style="list-style-type: none"> <li>Reading materials will be available in all related areas/zones</li> <li>Environmental audit tools in each area/zone</li> <li>Staff will complete evaluation of learning and development throughout the year</li> </ul>                                                                                                                 | <ul style="list-style-type: none"> <li>Ongoing from August 2025 to July 2026</li> <li>Termly audits</li> </ul> |  |

## Framework for Centre Improvement Planning 2025/2026

|                                                                                                                                                                                                                                                                                                                                                |                                         |  |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--|--|--|
| <ul style="list-style-type: none"> <li>All children will develop in confidence and independence in an environment that is engaging and inviting. As autonomous learners, they will be supported to explore and investigate freely through a wide range of resources and experiences, with quality engagement throughout their play.</li> </ul> | available for staff throughout the year |  |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--|--|--|

| Section 2: Improvement Priority 3 |                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Early Years Centre</b>         | <b>Meadowburn EYC</b>                                                                                                                                                                                                                                                                                                                 |
| <b>Improvement Priority 3</b>     | <b>WELLBEING OF ALL – UNCRC going for gold, staff development and learning</b>                                                                                                                                                                                                                                                        |
| <b>Person(s) Responsible</b>      | <p>Who will be leading the improvement? Who will they collaborate with?</p> <p>DEPUTE HEAD OF CENTRE, NURSERY TEACHER, SENIOR EYW, EARLY YEARS WORKERS AND CHAMPIONS</p> <p>Collaborating with:</p> <ul style="list-style-type: none"> <li>Authority representatives</li> <li>Training providers</li> <li>Partner Agencies</li> </ul> |

| NIF Priority                                                                                                                                                                                                         | NIF Driver                                                                                                                            | HGIOELC QIs                                                                                                                                              | CI Quality Framework QIs                                                                                        | EDC Service Plan 2024-2027                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>.Placing human rights and needs of every child and young person at the centre of education</p> <ul style="list-style-type: none"> <li>Improvement in children and young people's health and wellbeing;</li> </ul> | <p>Teacher and Practitioner professionalism</p> <p>School and ELC improvement</p> <p>Parent/carers engagement and family learning</p> | <p>QI 1.2 Leadership of Learning</p> <p>QI 3.1 Ensuring wellbeing, equality &amp; inclusion</p> <p>QI 1.4 Leadership and Management of practitioners</p> | <p>4.3 staff development</p> <p>4.1 Staff skills, knowledge and values</p> <p>1.1nurturing care and support</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> |

## Framework for Centre Improvement Planning 2025/2026

| Opportunities for Leadership                                                                                                                                                                                                                                                                                      | Resource Requirements                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Leading and implementing PDSA (plan do study act) in line with current Action plan</li> <li>Networking and sharing of good practice throughout the authority</li> <li>Representing centre at authority PLC's</li> <li>Champion role – leading centre initiative</li> </ul> | <ul style="list-style-type: none"> <li>Staff, children and families</li> <li>Time and space</li> <li>Rotas and schedules</li> <li>Guidance, policies and procedures</li> </ul> |

| Professional Learning                                                                                                                                                                                                                                                 | Parental Engagement and Involvement                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Opportunities through authority professional learning calendar</li> <li>Peer engagement and networking</li> <li>Sharing good practice throughout authority</li> <li>Attending PLC groups in line with Champion role</li> </ul> | <ul style="list-style-type: none"> <li>Stay and Play</li> <li>Home link</li> <li>Curriculum Events</li> <li>Progress Meetings and Reporting</li> <li>Care plan updates</li> <li>Learning Journal contributions</li> <li>Evaluation and feedback</li> </ul> |

| Outcomes/Expected Impact                                                                                                                                                                                                        | Tasks/Interventions                                                                                                                                                                                                                         | Measures                                                                                                                                                                         | Timescale(s)                                                                                                   | Progress |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------|
| Outcomes for learners.                                                                                                                                                                                                          | Activities agreed through PDR processes – e.g. leadership / champion roles.<br>Professional Learning<br>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?<br>When will outcomes be measured?                                  |          |
| <b>UNCRC – going for gold</b> <ul style="list-style-type: none"> <li>Children will continue to develop awareness of their rights using age appropriate language and experiences in every day practice and engagement</li> </ul> | <ul style="list-style-type: none"> <li>Start award process</li> <li>Family engagement</li> <li>Action plan</li> <li>Staff will engage in training and learning opportunities</li> <li>Network with peers and share good practice</li> </ul> | <ul style="list-style-type: none"> <li>Action plan – achieving gold</li> <li>Evidence throughout centre</li> <li>Measure impact in wellbeing through holistic tracker</li> </ul> | <ul style="list-style-type: none"> <li>Ongoing from August 2025 to July 2026</li> <li>Termly audits</li> </ul> |          |

Framework for Centre Improvement Planning 2025/2026

|                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                         |                                                                                                                                              |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>Staff development and learning</b></p> <ul style="list-style-type: none"> <li>• Depute Head of Centre will support all staff to continue to increase their knowledge and skills which will support high quality learning experiences for all children</li> <li>• All staff will develop key skills and knowledge to empower them to deliver high quality learning opportunities for children</li> </ul> | <ul style="list-style-type: none"> <li>• Through PDR process Champion roles will be identified through interests and skills</li> <li>• All staff will identify training needs through PDR process</li> <li>• All staff will select training opportunities from authority professional learning calendar</li> <li>• 4 staff are beginning year 3 of BA Childhood Practice</li> <li>• 2 staff are completing SVQ level 3</li> <li>• Training needs will be evaluated regularly through staff meetings and wellbeing chats</li> </ul> | <ul style="list-style-type: none"> <li>• PDR carried out 3 times per year</li> <li>• Wellbeing meetings and chats</li> <li>• Training calendar provided to all staff</li> <li>• Staff will complete evaluation of training and development opportunities throughout the year</li> </ul> | <ul style="list-style-type: none"> <li>• Ongoing from August 2025 to July 2026</li> <li>• PDR's Sept/Oct<br/>Dec/Jan<br/>May/June</li> </ul> |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--|

Centre Improvement Plans should be emailed to the link Early Years Quality Improvement Officer by Monday, 23rd June 2025