

The Meadows Private Day Nursery Ltd

*Where Young Minds Grow*

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| **IMPROVEMENT PLAN: 2024-2025** |



**Vision**

The aim of our service is to grow happy, confident children that will make a positive impact in our world.

This will take place in our safe, secure, nurturing environment. This encompasses natural elements as much as possible to engage the children’s curiosity and enquiry. To achieve this the manager and staff team will work in close partnership with the family to ensure that all relevant information is gathered and acted upon prior to taking up a place in the nursery. Initial visits and settling in sessions are carried out in person before any child starts. Initial care plans are drawn up within 28 days and updated as and when required with consultation with the child and their family, no longer than 6 monthly. We follow in the moment planning which means children’s next steps are always geared to individual children and their interests. The children’s needs are monitored and reviewed using the relevant curriculum framework documents. As far as possible we aim to offer parents as much flexibility as possible via our booking system and allocation of funded hours.

**Values**

* + Dignity and respect
  + Compassion and kindness
  + Inclusion and engagement
  + Responsive care and support
  + Health, happiness and well being

**Aims**

To achieve our vision, we will work in close partnership with the children and their families to ensure that we meet their needs effectively through regular consultation and review. This is mainly done remotely via our online system Famly but we also carry out in person meetings at least twice a year. We offer parents flexibility with regards to meeting their childcare needs through a booking system and the children’s needs are monitored and reviewed using the relevant curriculum framework documents Pre Birth to 3 and the Curriculum for Excellence as well as Realising the Ambition, Getting it Right For Every Child (GIRFEC) and How Good is our Early Learning and Childcare (HGIOELC).

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| **Priority 1: -**  **Improvement in attainment, particularly in literacy and numeracy** | | | | |
| **What Outcomes Do We Want To Achieve?** | **How Will We Achieve This?**  **(Intervention Strategies)** | **Lead Person** | **Start and Finish Dates** | **How Will We Measure Impact On Children and Young People?**  **(Include Where Possible Current Measure and Target)** |
| To develop and implement robust planning and tracking across the nursery that will impact on experiences and outcomes for children | * Termly tracking meetings introduced with keyworkers to track progress of all children * Tracking of SIMD 1 and 2 children * Trial learning journals to see if the platform fits the whole business needs | Senior staff | August 2024 - June 2025 (reviewed in Sept 2024) | Interim audit in September and June to see 100% of children reaching their pre-school developmental milestones in literacy and numeracy  Monitoring of planning shows progression in literacy and numeracy over time  Playroom monitoring shows experiences for children provide breadth, depth and challenge. |
| * Decide on a curriculum framework for 0-2 years old, looking at RtA, PB3 | Senior staff | August 2024 - September 2025 |
| * Look at 2-3 tracker suitability for children transitioning from the Nest to the Hive. | Senior staff | August 2024 - September 2025 |
| * Make changes to the short-term planning paperwork as required to improve daily experiences and interactions * Develop short term planning to ensure daily experiences and interactions provide breadth, depth and challenge for all children | All staff | August 2024 - September 2025 |
| * Senior staff carrying out interim sampling for learning experience and care plans | Senior staff | August 2024 - June 2025 (reviewed monthly) |
| * Planned parent’s appointments to gain better insight, to recognise and celebrate wider achievements. Building partnerships with families. | All staff | August 2024 - September 2025 |

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| **Priority 2: -**  **Placing the human rights and needs of every child and young person at the centre of education** | | | | |
| **What Outcomes Do We Want To Achieve?** | **How Will We Achieve This?**  **(Intervention Strategies)** | **Lead Person** | **Start and Finish Dates** | **How Will We Measure Impact On Children and Young People?**  **(Include Where Possible Current Measure and Target)** |
| To develop and implement strategies and activities that will impact on children’s overall understanding of their rights. | * Manager and senior staff to work with SAC (June Stefani) to embed UNCRC in everyday practice. | Senior staff | January 2024 – June 2025 (Reviewed in July 2024) | Interim audit in September to see an increase from 75% of last year’s anti preschoolers now achieving 100% in contributing their views as preschoolers in June  Rights based practice evident in playroom  Children demonstrate awareness of rights |
| * Embed the right of the month for practitioners and children through the use of ‘Superhero of the month’ and talk box activities. Shared with family via social media and wall displays. | SB to lead | Immediate - June 2025 (reviewed in November 2024) |
| * Staff to participate in online training using SCCYP resources. | All staff | Immediate - June 2025 |

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| **Priority 3: -**  **Raising attainment and achievement in Health and Wellbeing, closing the poverty related attainment gap** | | | | |
| **What Outcomes Do We Want To Achieve?** | **How Will We Achieve This?**  **(Intervention Strategies)** | **Lead Person** | **Start and Finish Dates** | **How Will We Measure Impact On Children and Young People?**  **(Include Where Possible Current Measure and Target)** |
| To develop and implement Health and Wellbeing strategies that will impact on children’s overall attainment in literacy and numeracy.  Improving the learning and teaching offered in our outdoor areas. Not simply recreating indoor play areas and experiences outdoors but reflecting upon the unique opportunities outdoor play lends for big movement and dynamic play. For instance, areas for digging, growing and splashing in puddles. | * Support all children to have daily access to the outdoor area across the whole day. This will be addressed during short term planning, ensuring staff are planning for outdoors learning as well as indoors. | ES & HW | Immediate – June 2025 (reviewed in February and July 2024) | Monitoring shows all children access outdoors daily and have quality learning experiences  Interim audit in September and June to see 100% of children reaching their pre-school developmental milestones in health and wellbeing.  100% of children’s achieving target – ‘I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors.’  Improvement towards a learning rich environment outdoors |
| * All staff to complete the online training - Principle of outdoor play and learning, Vision and Values of Outdoor Play, Introduction to Forest Schools Webinar. Learning through landscapes | All staff | Immediate – June 2025 (reviewed in February and July 2024) |
| * All staff to complete the online training - Play Pedagogy, Adult Role - Consider the Words You Use to ensure that their interactions with the children outdoors helps get the most out of the environment. | All staff | Immediate – June 2025 (reviewed in February and July 2024) |
| * Embed literacy and numeracy rich resources outdoors. Shadowing Tarbolton and liaising with Mandy. | ES | Ongoing from August 2024 (reviewed in November 2024) |