

Service Improvement Period

Action Plan

ELC Setting	Manager	Start date/End date	QIEO
Wee Macks		June 23	IFC
CI Action Plan Shared: Yes/No/Date	Yes	Improvement Plan identifies clear priorities linked to SIP:	yes

Identified Priorities & Record of Progress:

Priority for Improvement	Date of Progress Visit	Progress & Impact	Progress made
<p>How good is our care, play and learning?</p> <p>Personal planning processes, including documenting learning, will be used effectively to reflect each child's needs and ensure that appropriate supports are put in place.</p> <p>Any child with additional support needs will be supported effectively through GIRFEC processes. All members of staff will apply agreed strategies consistently to ensure high quality support for the child.</p>	14/8/23	<p>The environment for 3-5s has been reorganised to offer improved learning opportunities to children, and children were more engaged in their play during the visit. There is still work to do on improving choices for children in core areas such as creative/designing/making and outdoors. [redacted] has identified resources needed and has plans to take this forward.</p> <p>The environment for 2s has also been reorganised to improve choices for children. [redacted] will visit to support the 2s and the baby room staff with possible improvements there.</p> <p>We discussed improved consistency of support for ASN, including planning required to ensure strategies are known and used by all staff, and supportive links with other services.</p> <p>[redacted] has identified training opportunities and is taking this forward with the staff team.</p>	

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<p>Staff will build their professional skills through training on child development and national practice guidance. They will use this knowledge as a basis for developing high quality play and learning experiences.</p> <p>High quality observations, along with intentional and responsive planning approaches, will ensure that interactions, experiences and spaces offer stimulating, meaningful opportunities for children's learning.</p>	Support visit 5/12/23	<p>Discussion of CEC planning processes with new room lead in 3-5s, [REDACTED]</p> <p>Discussion of good practice re story time groups and need for these to be appropriate to the developmental stage of the children involved.</p> <p>Discussion of possible approaches to support learning needs of a specific group of children in the nursery.</p>	<p>Staff skills, including observation and planning, remain a key area for development</p>
	Unannounced visit 25/03/24	<p>Planning processes were not being used effectively to refresh the experiences in the environment or to meet the learning needs of children.</p>	
<p>How good is our setting?</p> <p>Experiences and spaces will be developed to include well-organised, high quality choices for children and opportunities to be creative, curious and confident.</p> <ul style="list-style-type: none"> - All shelves, baskets, trays should contain well-organised, clean resources - Children should be able to make choices from available resources - It should be clear where resources belong 	14/8/23	<p>Work has begun to improve learning opportunities outdoors. This remains an area for development.</p> <p>Currently opportunities are being missed to embed literacy and numeracy throughout the learning environment.</p> <p>Children are making good use of the opportunities on offer at the moment.</p>	
	5/12/23 Support visit	<p>Environmental walk with [REDACTED] around indoor area, focusing on organisation of resources within areas to offer high quality learning experiences to children. See actions in left hand column.</p> <p>[REDACTED] has started to engage with the Spaces and Experiences document. Use of this should inform development of areas within the nursery.</p> <p>Discussion of allocating responsibility of specific areas to members of staff on a rota basis.</p>	

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<ul style="list-style-type: none"> - Children should be encouraged to put away as they go - Staff should reset areas as they go too - Staff need to be aware of the learning/skills development potential of the resources they are providing - Staff should be aware of gendered messages in some resources [eg pink resources in the home corner] - Literacy and numeracy opportunities should be embedded throughout the nursery environment <p>The outdoor area will be developed and resourced to offer children high quality learning opportunities, following national guidance.</p>		The outdoor area was not reviewed on this visit.	
	<p>25/03/24</p> <p>Unannounced visit</p>	<p>The outdoor area has been decluttered and reorganised. A variety of improved opportunities are available to children. [REDACTED] reports that generally children have long periods of access to outdoors. During the visit the 2s were not able to access outdoors because of limits on staffing, but the 3-5s were encouraged to go out once the door was opened.</p> <p>The layout in the 3-5s has been reorganised to make best use of the space, and to cut down on pathways for children to run indoors. The issue of gendered resources has been largely addressed. A variety of areas are now available to children with resources at different heights, and choices in baskets and on shelves.</p> <p>The focus now needs to be on the quality of those choices for children, and on enriching the learning opportunities in the areas. Core areas such as house corner and creative area did not offer sufficient resources to engage children. Staff understanding and skills are key to the improvement process. Some of the conversations we had with staff on the floor made clear the need to continue to develop staff capacity.</p> <p>There needs to be a clear plan consistently followed for the use of the baby room spaces, particularly how this is managed during sleep times. Opportunities for heuristic play and well-planned sensory experiences should be a regular part of each child's day. Mealtimes should be offered as rolling lunch and snack, and the comfort of the babies should be reviewed. For example, the table being at chin height for some children, leads to the babies biting the edge.</p>	Some progress in outdoors and 3-5s layout.
How good is our leadership?	14/8/23	[REDACTED] is working hard to create self-evaluation processes engaging all the staff and stakeholders. This is in the early stages as [REDACTED] has only recently joined the setting.	

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<p>Self-evaluation processes will be used effectively to support all members of the team to reflect on their own practice and on the service offered to children and families.</p> <p>A culture of continuous improvement will be developed, including an effective improvement plan. Leaders will ensure that practice and children's experiences are monitored and are consistent with best practice and national guidance.</p> <p>Quality assurance structures and processes will ensure that professional development for individual staff members impacts positively on experiences for children.</p>			
	<p>25/03/24</p> <p>Unannounced visit</p>	<p>■■■■■ has put in place structures and plans to develop self-evaluation and improvement processes. Staffing issues are impacting the effectiveness of this.</p> <p>■■■■■ has been promoted to deputy and is supporting, but ■■■■■ is on long term absence.</p> <p>The balance of qualified and experienced staff is not yet strong enough to ensure that improvements are sustained. Patricia is endeavouring to rectify this through targeted recruitment with a minimum length of service requirement.</p>	<p>Some progress in establishing meetings, and training sessions. Impact not yet clear.</p>
<p>How good is our staff team?</p> <p>All members of the staff team will demonstrate their understanding of health and safety requirements in the interactions, experiences and spaces offered to children.</p>	14/8/23	<p>This has been a focus of ■■■■■ work since she arrived. The indoor environment has improved in terms of organisation and trip hazards. The climbing frame is now outside. Access to this has been risk assessed, but there are no mats underneath. Advice should be sought on whether this is necessary.</p>	
	25/03/24	<p>H&S hazards were identified during the visit:</p> <ul style="list-style-type: none"> - in the baby room size of pieces of fruit offered to babies at snack time could present a choking hazard - indoor chute lifting off the floor presenting a risk to children's fingers if they are underneath - the gate to the 2s area was tied tightly with a scarf which had to be cut to allow us access 	<p>Progress has been sustained in 3-5s, but needs to be addressed in other areas</p>

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Record of engagement:

Date	Focus of engagement: Support visit /CLPL/Progress visit
26/7/23	Support visit to discuss SQIP requirements for CEC – next visit will focus on environment.
14/8/23	QIEO support visit re environment
4/9/23	QIEO support re VV&A and observation and planning processes at staff meeting
28/11/23	Discussion of response to CI follow up report
05/12/23	Support visit – environmental/CEC processes support with new room leader in 3-5s
25/03/24	Unannounced visit by [REDACTED] – the manager is working hard to make progress, however there remain significant areas for development. The recruitment of qualified, experienced staff will be essential in improving the quality of the service.