

Standards, Quality and Improvement Plan for Heriot Hill Nursery School



Our mission is to offer a service where individuals are supported to achieve their potential and encouraged to be creative, independent and lifelong learners

Standards and Quality Report for session: 2010 - 2011

Improvement Plan for session: 2011 - 2012

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Standards and Quality Report

1. Purpose of the report

In this report we want to evaluate the progress that the Nursery has made over the last year as well as share our achievements and priorities for the coming year.

2. School aims

At Heriot Hill Nursery we aim to:

- Create an atmosphere where every child feels secure, valued and confident
- Provide a safe, happy base from which children can learn through play in line with the Pre Birth to Three Curriculum and The Curriculum for Excellence documents.
- Focus on the the importance of the four 'R's' from the Pre-Birth to Three Curriculum – Relationships, Responsive care, Respect and the Rights of the child.
- Encourage children to reach their individual potentials focusing on the four capacities – confident individuals, effective contributors, successful learners and responsible citizens.
- Have a commitment for improvement through evaluation and participation from children and parents
- Allow the children to experience a variety of play experiences both inside and outside
- Provide an inclusive environment
- Continue to encourage staff's professional development in line with their SSSC registration

3. The school in context

Heriot Hill Nursery is located in the Canonmills area of Edinburgh at Heriot Hill Terrace. The Pre-School Department opened in February 2002 when we expanded our existing premises, which were opened in 1995. We originally joined the partnership with the City of Edinburgh Council in 1999.

In January 2005, Claremont Nursery, which was opened by Liz Gallacher in June 1988 on East Claremont Street, was sold, and the children and staff amalgamated with Heriot Hill Nursery.

The Nursery caters mainly for professional working parents who live in the Trinity, Bellevue and Broughton areas of the city. Although there are a few who travel from further afield.

The Pre-School Department consists of two spacious classrooms, each with the capacity to comfortably hold 30 children. Both rooms have access to a recently refurbished toilet and washroom area and a sizeable Resource room that is also used by various specialists who visit the Nursery. Altogether we have six spacious

playrooms, a Music and Movement room and a Sensory room. There are four excellent outdoor areas in the Nursery with pre-school children having the use of two of these. We also have the benefit of some parking spaces for dropping off and picking up children. In pre-school we have recently purchased an interactive smart board which is used extensively by all the children in the department.

The Pre-School Department is registered for 60 children and the under 3's section of the nursery for 69. There are 75 children on the register of the Pre-School Department with various patterns of attendance. 62 children receive Partnership Funding.

The Pre-School Department operates a 1:8 staffing ratio. We have the Nursery Director, who is a qualified teacher, the Manager, a qualified Nursery Nurse who has achieved a Level 4 qualification in Nursery Management and a Deputy Manager who has a Children's Care, Learning and Development qualification. In Pre-School we have a Senior member of staff who is working towards completing her PDA, seven Practitioners and a full time qualified teacher. The Director, the Manager and the Deputy Manager are supernumerary. We also have three other Senior members of staff deployed in the under three's section of the Nursery.

4. Improvement plan priorities 2010-2011

- Literacy and Numeracy
- Planning through consultation with children
- Enhancing children's learning experiences through the arts

5. Successes and achievements

How are we doing? / How do we know?

Our first priority, Literacy and Numeracy has had a positive impact on our children's knowledge and understanding with evidence of literacy and numeracy being displayed in all areas of the Nursery rooms. All staff have worked hard to implement a range of varied and interesting activities which have helped to develop children's enthusiasm and knowledge of literacy and numeracy. Children have become eager and motivated participants and their confidence has developed through the opportunities that have been given to them. This is apparent through observations that take place and evidence in each child's Individual Care Plan and Personal Learning Plan. Staff training has been paramount with this priority.

In our pre-school rooms The Curriculum for Excellence continues to be an underpinning document that supports all activities and observations. Literacy and numeracy were paramount when choosing new resources this year and the implementation of planned activities is always linked closely to literacy and numeracy. Some staff have worked extensively on the Blooms Taxonomy theory and all staff have focused on streamlining

children's target's and next steps which has extensively improved our children's individual achievements. The deputy Manager has spent time in the pre-school rooms working closely with the senior to develop and improve various areas. They have concentrated on the children's PLP's, targets and next steps for individual children and supporting children with Individual Support Plans.

Our Early Years Teacher has worked closely with small groups of children to focus on Literacy and Numeracy and support them in being confident individuals. Through various activities the children's knowledge and understanding has developed and their successes have been celebrated in displays and in their PLP's.

Some staff from the nursery attended a numeracy showcase held by the City of Edinburgh Council and exhibited examples of their good practice.

Staff training has been extensive and had a positive effect on staff's knowledge regarding specific areas of both the Pre-Birth to Three Curriculum and the Curriculum for Excellence.

Our second priority this session was 'Planning through consultation with children'. In our under three's rooms we have extended our planning so that individual children's care plans have a direct impact on the weekly planning. Children are being listened to and their comments are reflected in the planning and the activities that take place. We ensure that our planning is always responsive. In our pre-school rooms Talking and Thinking tubs are regularly used and the planning floor books have increased the children's interest in their own learning and have allowed them to make choices relating to this. We have also continued to work on linking the individual Personal Learning Plans (PLP's) with the planning formats so they work simultaneously and complement each other through regular consultation with children.

Jemma our art specialist has had a positive impact on the children's learning in relation to our third priority 'Enhancing children's learning experiences through the arts'. She has encouraged them to be motivated participants in a wide range of activities and topics linked with the arts. Children have demonstrated creative thinking and have had high expectations of themselves which has been reflected in their achievements. Small groups of children from pre-school have visited the National Arts Gallery and have enjoyed a variety of activities linked to this. Yoga lessons have been enjoyed by groups of children in pre-school and throughout the nursery children have experienced many activities introducing them to a variety of media, textures and materials. We have had musicians visit the Nursery which the children have enjoyed and which has led to high levels of interest and a variety of activities.

What are we going to do next?

- We will continue our work on both curricula and there will always be a strong link to Literacy and Numeracy
- We will continue to involve all children in the planning which will be closely linked with the Pre Birth to Three Curriculum and Curriculum for Excellence.

- Our Art Specialist will continue to work with all the pre-school children and introduce them to new media's and experiences

6. Work and life of the school

How are we doing? / How do we know?

We have successfully put into practice and continue to improve our work with the new Pre-Birth to Three Curriculum. Staff in our under three's rooms have had the opportunity to attend a number of training courses in relation to the Curriculum which was launched earlier this year. These courses have supported them in implementing the new key principle 'rights of the child' as well as giving them the opportunity to revise their practice on how they work with the Curriculum in relation to their planning and observations. The impact for the children has been positive and the ongoing written evidence through personal learning plans and planning documents confirms this.

Earlier this year we purchased an interactive smartboard which is used mainly by the children in our pre-school rooms. This has had a positive impact with children gaining new ICT skills and it is used regularly to support wide areas of learning and teaching. Continuous improvement, achievement and success for our learners are central to our school's strategic direction.

We have continued to work on our self evaluation process systematically and rigorously and involve our four senior staff as well as the full staff team with this. We consult regularly with our staff and see them as an integral part of our development and success.

We have involved staff in training opportunities that have linked in with our three SQIP priorities. This training has allowed staff to implement new ideas and given children opportunities that have impacted positively on their learning. We have also given staff the opportunity to celebrate success by holding two staff meetings where staff were encouraged to share knowledge that they had gained on training courses. We are committed to continuous improvement and recognise the need to support and challenge staff to enhance the experience of our learners. We have worked closely with local schools and have been involved in regular cluster meetings. These have supported us with transitions to Primary 1 and with information regarding Personal Learning Plans.

We have continued to work through our audit priorities and have concentrated on a number of the quality indicators that we wanted to improve on and develop. The impact of this has been positive and we use the results of our self-evaluation to consolidate our work and plan the next steps in improving outcomes for our children.

We have spent time and part of our budget on upgrading the Nursery gardens. This has included new artificial grass, art work and resources. Giving all children the opportunity to play and learn outside is an important part of the Nursery's aims and a priority that we will work on over the next session.

What are we going to do next?

- We will continue our work with both the Pre Birth to Three Curriculum and the Curriculum for Excellence so that our children are supported in having an excellent fundamental learning experience every day in Nursery
- We will continue to offer our staff training opportunities and monitor their progress and the impact that the training has on their practice. Good practice will be recognized and celebrated
- We will continue our self evaluation process involving all staff
- We will focus on the children's learning opportunities both inside and outside

7. Vision and leadership

How are we doing? / How do we know?

Continuous improvement, achievement and success for our learners is an integral part of our nursery's development. We work with children, parents and families to develop and shape a common vision for our Nursery through consultation and reflection. Those with leadership responsibilities in the Nursery demonstrate that they are committed to learning by attending courses, modeling good practice and encouraging self evaluation, this has a direct impact on our children's learning.

We have developed our partnership with parents in various ways but mainly through initiating the formation of a parent group. We have four parent representative's who have been and will continue to be involved in a number of decisions that have been made in the Nursery. An agenda is sent to all parents and they are encouraged to express their views to their representative. Parents feel included in the development and the direction of the Nursery. This is evident through emails, conversations and questionnaires.

Our staff team have been constant and is effectively supported through regular appraisals and a monitoring scheme. Staff training and development needs are recognized through the monitoring and good practice is shared within the staff teams.

What are we going to do next?

- We will refine the structure of how we monitor and develop staff and work towards a professional workforce who have a strong ethos and commitment to children

- We will continue to involve children and parents in the work of the Nursery so that they feel informed, valued and supported
- We will work with our senior staff and parents to develop new initiatives and ideas

8. Conclusion

We will continue to work with our parents, staff and children by having clear lines of communication to develop and shape a common vision for our nursery. With our new priorities for 2011 – 2012 we will strive to offer a high quality service that has a professional workforce and offers an excellent level of care and learning.

Improvement Plan

Key Areas for school improvement

August 2010 - June 2013

Key Priority	2010-2011	2011-2012	2012-2013
Literacy and Numeracy	√		
Planning through consultation with children	√	√	
Enhancing children's learning experiences through the arts	√		
Learning and Teaching outdoors		√	
Developing and monitoring a professional workforce		√	

Action Page

Priority 1 - Planning through consultation with children	
Key area <i>Provision of Early Education</i>	Quality indicator(s) <i>2.1, 5.2, 5.5, 5.7</i>
Outcomes and impact on learners <ul style="list-style-type: none">• Children will be actively involved in influencing the work in the Nursery• Effective monitoring procedures will help to inform next steps and targets in children's learning• Talking and Thinking Tubs will be used regularly• Children will show an increased interest in their own learning and make choices related to this• Children will find their learning experiences to be relevant, challenging and enjoyable	
Resources (including CPD) <ul style="list-style-type: none">• Staff meetings• Planning resources (floor books, time)• Staff training• QIO	
Monitoring and evaluation of impact <ul style="list-style-type: none">• Senior staff will monitor the impact of the effect of planning through consultation with children and discuss with their staff teams and at the Senior meetings• Planning will be evaluated systematically• Discussions with children	
Overall responsibility Manager	
Priority timescale August 2011 - August 2012	

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Priority 2 - Learning and teaching outdoors	
Key area Impact on learners, parents, carers and families	Quality indicator(s) 2.1, 4.1, 5.2, 5.7
Outcomes and impact on learners <ul style="list-style-type: none">• Children will be motivated and actively involved in their learning• Children will be introduced to a range of educational activities linked to ECO schools• Children will become interested in the world around them and be inspired by nature• Children will become responsible citizens and show enthusiasm and independence• Activities will sustain children's interest and children will feel successful and confident learners• All children will explore and appreciate the wonder of nature within different environments and play a part in caring for the environment	
Resources (including CPD) <ul style="list-style-type: none">• Eco committee• Staff meetings• Staff training	
Monitoring and evaluation of impact <ul style="list-style-type: none">• Consultation with children• Consultation with parents through annual questionnaire• Comments from parents• Evidence in PLP's evaluated• Evaluation of eco committee meetings	
Overall responsibility Carol McVicor	
Priority timescale <i>August 2011 - August 2012</i>	

Priority 3 - Developing and monitoring a professional workforce	
Key area Leadership	Quality indicator(s) 3.1, 7.2, 7.3, 9.1, 9.3
Outcomes and impact on learners	
<ul style="list-style-type: none"> • Children will be looked after by a motivated staff team who contribute effectively to their development and learning • Staff will become meaningfully engaged in improving the quality of education and care for our children • Expectations of staff will be high and have a direct impact on children's care and education • All staff will be positively engaged in developing the nursery's work through effective teamwork and professional development. • Staff will feel valued, consulted and supported and able to provide high-quality care and education • Children will benefit from staff having clear roles and responsibilities • Children's learning will increase from the impact of staff's continuing professional development 	
Resources (including CPD)	
<ul style="list-style-type: none"> • Time • Staff training and regular team building • Rigorous monitoring of staff 	
Monitoring and evaluation of impact	
<ul style="list-style-type: none"> • Regular individual meetings with staff to evaluate their progress and the effect of the monitoring system • Assessments and evaluations from team building activities • Qualitative data will be evaluated and used to extend the monitoring process • Direct observation of staff will take place by senior staff • 	
Overall responsibility	
Manager	
Priority timescale	
August 2011 - August 2012	