

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: 2009 - 2010
Improvement Plan for session: 2010 - 2011

Table of contents

Section	Section title	Page
		<i><insert></i>
Standards and quality report		
1	Purpose of the report	
2	School aims	
3	The school in context	
4	Improvement plan priorities 2009-2010	
5	Success and achievements	
6	Work and life of the school	
7	Vision and leadership	
Improvement plan		
8	Key areas for school improvement	
9	Three-year audit programme	
10	Action pages	

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 until July 2011.

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 Birth to Three Curriculum and the Curriculum for Excellence documents.
- Encourage children to feel part of their learning through regular consultation
- 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 self evaluation and participation from children, staff and parents
- 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 toilet and washroom area which has recently been refurbished and a sizeable Resource room that is also used by various specialists who visit the Nursery. Altogether we have six spacious playrooms, a Resource room, 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.

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, a qualified Nursery Nurse who has recently completed a Children's Care, Learning and Development (SVQ4). In Pre-School we have a Senior member of staff, seven Practitioners and two Support Workers. We also have a GTC registered teacher who works full time. The Director, the Manager and the Deputy Manager are supernumerary. We also have three other Senior's deployed in the under three section of the Nursery.

4. Improvement plan priorities 2009-2010

- Birth to Three Curriculum and Curriculum for Excellence
- Using the arts to improve and enhance our children's learning experiences
- Personal Learning Plans (PLP's)

5. Successes and achievements

We have successfully put into practice and continue to improve our work with the Birth to Three Curriculum and the Curriculum for Excellence. In our under three's rooms we have implemented Individual Care Plans (ICP's) for each child which have been incorporated into their Personal Learning Plan's and have helped us to support each child's individual needs and development. Evidence of the effect of the ICP's is also seen in the room's monthly plans. The impact has been

very positive with children's individual needs being met and regular positive feedback has been received from parents.

From August 2009 we started working with the Curriculum for Excellence exclusively and the eight outcomes that support this. Our work has had a positive impact on the planning with children's individual needs being met through responsive observations and next steps. The four capacities have been the main link with the new curriculum with these being used as a focus for the Personal Learning Plans and individual observations of children. All staff are consistently using agreed formative assessments. Staff have attended various training courses linked with the Curriculum and this has had a positive outcome on the work that they do in relation to this.

Children have been actively involved in the progress of their Personal Learning Plan's and are aware of the process for these. Through the evidence in the children's PLP's we can see that they have become successful learners. The children regularly enjoy looking through their PLP's and adding to them. They are actively involved in their learning.

We have had five successful parents evenings throughout the nursery where parents were invited to come in and speak to their child's key-worker about their child's development and they also had the opportunity to look at the PLP's and learn more about the Curriculums that we use in the Nursery. We have also organized two PLP weeks where parents were welcomed into the Nursery to look over their child's PLP.

Parents are now all aware of our work with Personal learning Plans and are becoming more involved with these. Pro-formas are given out regularly to parents for them to complete and add to their child's PLP.

Our Art specialist Jemma has helped us achieve a variety of work with all the pre-school children. She has encouraged them to be motivated participants in a huge range of activities and topics linked with the arts. This has been evidenced in work they have exhibited in the Nursery which has also been on show for parents to see at parent's nights.

For six months this year we had weekly visits from musicians from the organisation Live Music Now. They are a group funded by the Scottish Arts Council who involve groups of children in the experience of live music. This proved to be very successful with children being keen participants in this and parents being invited to the end of term performance.

This priority has had a highly motivating effect on the pre-school children allowing them to be introduced to a diverse mix of experiences and encouraged to express themselves through a variety of media.

What are we going to do next?

- We will continue our work on the Birth to Three Curriculum and the Curriculum for Excellence by developing our planning formats and consulting more with children and parents
- We will extend our planning by focusing on numeracy and literacy and it's links with all areas of the nursery
- We will work on linking the PLP's with the planning formats so that they work simultaneously and complement each other through consultation with the children
- We will continue our work using the arts to improve and enhance the children's learning experiences

6. Work and life of the school

How are we doing? / How do we know?

We feel that we have had a very positive year with a number of different aims and initiatives being completed. We know this through discussions at both Senior and Management meetings. Through commitment to our on-going work with the audit and self evaluation process we have improved many areas of the Nursery during the session 2009-2010. We have built up a stronger Senior team which has had a positive impact on the full staff team and allowed us to consult and involve staff in decisions and plans more constructively. Staff have been involved in regular training which has linked in with our priorities and the children's learning experiences have benefitted from this. Our staff are

motivated and meaningfully engaged in improving the quality of education and care of our children. Their views are valued and all staff are consulted and supported. We recognise that our staff teams have an integral part in the development of the nursery. These positive links have helped us to improve and move forward all three of our priorities over the last session.

Our children are becoming successful, confident learners and are able to show responsibility and independence. Evidence of this can be seen in individual children's Personal Learning Plan's.

Children have been involved in a variety of activities that have linked in with the four capacities from the Curriculum for Excellence and allowed them to develop their curiosity and learning experiences. As we continue our work with both the Curriculum for Excellence and the Birth to Three curriculum's we believe that the children will develop a varied and fundamental knowledge that will be easily extended, and life skills that will support them in future years.

Through a number of questionnaires to both parents and children (transition, exit, general, two stars and a wish) we have been able to work on specific issues and improve our work in line with parent and child expectations. We have concentrated on children's transitions from room to room this year and have worked with information that parents have submitted in their transition questionnaires. We have also introduced meetings with parents one month after their child has started at the Nursery which has allowed us to build good relationships with parents.

We are very proud that earlier this year we received the green flag award for our work with Eco - Schools. We will continue this work and support our children in their understanding of eco related topics.

What are we going to do next?

- We will continue to work on our self evaluation process with the importance of consulting with staff, parents, children and outside agencies being a fundamental basis for this
- Our work on the curriculum's (Birth to Three and Curriculum for Excellence) will be an important part of our continuous development.
- We will continue with our commitment and management of self-evaluation.
- Children's learning experiences will be varied and diverse

7. Vision and leadership

How are we doing? / How do we know?

We work with children, staff and parents to improve and develop the Nursery and to work towards our vision values and aims. Continuous improvements in performance have been paramount in all our work over the last year with an emphasis on children's experiences, teaching for effective learning and promoting achievement. We have worked with some supporting literature including the Child at the Centre 2 document, Aifl Early Years Self Assessment toolkit, The National Care Standards, Birth to Three Curriculum and the Curriculum for Excellence. All of these documents have collectively had a positive impact on the nursery and by using them as a basis we know that our development is in line with both local and national priorities. We have used examples and extracts from these documents to support our work and to give us ideas on improvements. We will continue to use them as an integral part of our development.

The four members of staff with senior posts in the nursery have demonstrated their commitment by working effectively together and concentrating, through the self evaluation process, on improving the learning experiences of children in

their care and promoting continuous improvement in a range of areas. They work hard at supporting parents and respond well to new initiatives and plans.

We have worked in close consultation as a staff team on our audit areas and our work has included updating policies, coaching staff/staff observations, evaluation of playrooms, evaluating children's experiences and assessing staff/child interaction.

The Manager has been away from the Nursery on maternity leave during some of this session and in her absence the Deputy Manager has successfully managed the Nursery, working with the Senior's to continue working towards excelling in many different areas.

What are we going to do next?

- We will work with our senior staff to develop new initiatives and ideas
- We will continue our work with the development of staff and partnerships with parents
- Our work on the audit and self evaluation will continue to be systematic

8. Conclusion

We will continue to work with our parents, staff and children through regular consultation and by having clear lines of communication. With our new priorities for 2010 - 2011 we will strive to offer a service which is professional, innovative and offers a level of care and learning that is excellent in many ways.

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	√		

Audit Programme 2008-2011

Focus Area: Attainment and achievement				
No	Quality Indicators	2008-09	2009-10	2010-11
1.1	Improvements in performance	√		
5.5	Expectations and promoting achievement	√		
9.1	Vision, values and aims	√		

Focus Area: Learning and teaching				
No	Quality Indicators	2008-09	2009-10	2010-11
1.1	Improvements in performance	√		
2.1	Learners' / children's experiences	√		
5.2	Teaching for effective learning	√		
5.3	Meeting learning needs	√		
5.4	Assessment for learning	√		
9.2	Leadership and direction	√		

Focus Area: Support for learners / children				
No	Quality Indicators	2008-09	2009-10	2010-11
1.1	Improvements in performance		√	
5.3	Meeting learning needs		√	
5.6	Equality and fairness		√	
5.8	Care, welfare and development		√	
9.3	Developing people and partnerships		√	

Focus Area: Support for learners / children				
No	Quality Indicators	2008-09	2009-10	2010-11

Focus Area: Leadership for learning				
No	Quality Indicators	2008-09	2009-10	2010-11
1.1	Improvements in performance		√	
2.2	The school's / centre's success in involving parents, carers and families		√	
3.1	The engagement of staff in the life and work of the school / centre		√	
9.3	Developing people and partnerships		√	

Focus Area: Curriculum for learning				
No	Quality Indicators	2008-09	2009-10	2010-11
1.1	Improvements in performance			√
5.1	The curriculum			√
8.3	Managing and use of resources and space for learning			√
9.2	Leadership and direction			√

Focus Area: Continuous improvement				
---	--	--	--	--

No	Quality Indicators	2008-09	2009-10	2010-11
1.1	Improvements in performance			√
5.9	Improvement through self-evaluation			√
9.2	Leadership and direction			√
9.4	Leadership of improvement and change			√

Action Page

Priority 1 Literacy and Numeracy	
Key area Curriculum	Quality indicator(s) 1.1, 5.1, 5.2, 5.3, 5.4, 5.5
Outcomes and impact on learners <ul style="list-style-type: none">• Children will develop confidence and enthusiasm in relation to their knowledge of literacy and numeracy• Children will be introduced to varied and interesting activities related to literacy and numeracy• Learners will be exposed to literacy and numeracy throughout their nursery rooms• Children will be eager and motivated participants in their learning• Learning experiences for children will be interesting and engaging and their involvement will be paramount	
Resources (including CPD) <ul style="list-style-type: none">• Staff training• Staff meetings focused on Literacy and Numeracy• New resources	
Monitoring and evaluation of impact <ul style="list-style-type: none">• Consultation with children to evaluate learning experiences from activities• Progress meetings with Senior staff• Regular observation of nursery rooms and the impact that literacy and numeracy has on them• QIO	
Overall responsibility Deputy Manager	
Priority timescale August 2010 – July 2011. Monitoring on a monthly basis	

Action Page

Priority 2 Planning through consultation with children	
Key area Provision of Early Education	Quality indicator(s) 2.1, 5.2, 5.5, 5.7
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 in children's learning• 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">• Seniors will monitor the impact of the effect of planning through consultation with children and discuss this at room meetings• Planning will be evaluated systematically• Discussions with children	
Overall responsibility Manager	
Priority timescale August 2010 – July 2011	

Action Page

Priority 3 Using the arts to improve and enhance children's learning experiences	
Key area Teaching for effective Learning	Quality indicator(s) 2.1, 5.1, 5.2, 4.1, 4.2
Outcomes and impact on learners <ul style="list-style-type: none">• Learning experiences will be enhanced through new opportunities and a variety of topics related to the arts• Children will demonstrate creative thinking• The children will achieve success in a variety of diverse and effective ways• Our children will have high expectations of themselves and experience a great deal of achievement and enjoyment	
Resources (including CPD) <ul style="list-style-type: none">• Staff meetings• Access to art gallery's, exhibitions and cultural shows• Employment of Art Specialist	
Monitoring and evaluation of impact <ul style="list-style-type: none">• Staff meetings to discuss impacts• Consultation with children to evaluate learning experiences• Comments from parents	
Overall responsibility Manager	
Priority timescale August 2010 – July 2011	

Priority 1 Literacy and Numeracy

Tasks	By whom	Timescale