

Standards, Quality and Improvement Plan for Heriot Hill Nursery



Our vision is to offer a service where each child is supported to achieve their potential and encouraged to be creative, independent and lifelong learners

Standards and Quality Report for session: 2012 - 2013
Improvement Plan for session: 2013 - 2014

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Standards and Quality Report

1. The nursery/centre in context

Neighbourhood:	Cluster:
FTE Teaching:	
Total number of children 3-5	
<p>Heriot Hill Nursery is located in the Canonmills area of Edinburgh and caters mainly for professional working parents in the Bellevue, Broughton and Trinity areas although some parents travel from much further afield.</p> <p>The under three's rooms take up to 69 children and have the advantage of two outdoor areas, a music and movement room as well as a sensory room. The pre-school department caters for up to 60 children and benefits from a large garden, a separate resource room and a fitted kitchen which is used daily by the children for amongst other things, baking bread. The nursery bases its planning and learning opportunities on the Pre-Birth to Three and the Curriculum for Excellence documents. We also have an ethos of outdoor learning and use our outdoor spaces extensively.</p> <p>Staffing consists of a Manger, a deputy Manager and four Senior staff who oversee the staff teams in the four age groups.</p> <p>Significant factors specifically affecting achievement in 2012-2013:</p> <ul style="list-style-type: none"> • Upgrade of 2-3's room with additional creative art studio • Fully qualified staff percentage raised to 80% • Staff training has been linked extensively to the priorities from 2012-2013 • Involvement of parents through regular Parent Group meetings • Qualified staff registered with SSSC and attending 12 hours of training a year • Coaching for Senior staff and Management to support them in their specific roles • All staff have been offered wellness workshops related to the Nursery's Health and Wellbeing ethos • Senior member of staff involved in the Journey to Success network • Involvement in cluster meetings to support and improve work in pre-school • Two ipads have been purchased, and are being used extensively in pre-school • Early Years Teacher employed in pre-school • A lending library and story pocket system have been put in place throughout the nursery • A successful Literacy week was held in Pre-school • The Nursery has achieved the Healthy Early Years level 1 and 2 award • The Nursery holds a second Green flag award 	

Education Scotland/Care Inspectorate Inspections

HMIE Date Published		Follow-through:	
Care Inspectorate Date Published	December 2012	Follow through:	

2. Nursery/Centre self evaluation

1.1 Improvements in performance

Using evaluative statements report on:

Children's progress	Overall quality of children's achievement	Impact of the school / centre improvement plan
<p>Children are becoming successful learners, confident individuals, responsible citizens and effective contributors</p> <p>Use of floor books evidencing planning is extensive throughout the nursery</p> <p>PEC symbols are being used for individual children</p> <p>All staff have been involved in wellness workshops linked to their health and wellbeing with the impact having a positive effect on the children in their care</p> <p>Children and parents are involved in the Personal Learning Plans and their input is seen as valuable</p> <p>The children are learning across a range of areas and their next steps, targets and learning plans are integral to each individual child's development</p> <p>Children's achievements are celebrated through displays, group time discussions and PLP evidence</p> <p>Staff have high expectations of children which is reflected in the children's desire to achieve</p> <p>Individual Target achievements (mostly related to health and wellbeing) have been reached and evidenced</p> <p>The Nursery's annual parent questionnaire highlighted some areas which have had an impact on the improvement plan</p> <p>Regular new start coffee mornings support both children and parents in the transition to nursery</p> <p>Parents are given a transition sheet to complete when their child moves to a new room which impacts on the relationship between staff and parents</p> <p>Managers meet with parents of new children to discuss how they settled in and help make any improvements were necessary</p>		

The Nursery has achieved the first and second level Healthy Early Years initiative

Some staff trained in CIRCLE enabling them to identify specific needs in children

Some staff trained in Talk Time and Sounds Good program

What are we going to do next?

Extend the 0-3 outdoor play area

Concentrate on children's transitions between rooms in the nursery

Introduction of timetable/PECS symbols

Achieve level 3 Healthy Early Years

Put tracking systems in place in pre-school

More staff training in CIRCLE

2.1 – Children’s Experiences

Using evaluative statements report on:

Learners are motivated, eager participants in their learning.	Learners make good progress in their learning.	Learners know their views are sought and acted upon. They feel valued.	Learners feel safe, nurtured, healthy, achieving, active, included, respected.
<p>All staff attended a Mindstretchers training day which has impacted on the children’s outdoor learning opportunities and experiences</p> <p>Children are involved in risk assessments</p> <p>Children are seen as individuals and their needs are respected and valued</p> <p>Opportunities for outdoor play and adventurous play have been extended (linked to completed staff training)</p> <p>Our Health and Wellbeing policy is paramount to the children’s experiences</p> <p>Children are involved in their own learning from the initial planning through to the evaluation</p> <p>Regular meetings with the Parent Representative Group support the nursery in decision making which improves the understanding of the nursery ethos for the parents and the overall experiences for children</p> <p>Pre-birth to Three planning has been evaluated and updated so that children’s choices and experiences are central to this</p> <p>Evaluations of exit questionnaires (parents and children’s) impact on the children’s experiences</p> <p>A gardener and art specialist are employed to work with the children offering them varied learning experiences</p> <p>Daily group times allow children to feel valued and respected in a small social group and gives them the opportunity to have an influence on their learning as well as actively contributing to the nursery day</p> <p>Regular Thinking it, Feeling it, Doing it meetings support children and staff in relation to the Nursery’s Health and wellbeing</p>			

policy

Specialist teachers provide children with various experiences including French, Spanish and Drama

A support worker is employed to work with a child who has additional support needs

SPECTRUM are involved with the nursery to support children and staff

Speech and language (Talk Time and Sounds Good programmes) in the 2-5 rooms with guidance from the speech and language team

What are we going to do next?

- Work on the structure and importance of key worker groups and the social aspects of these
- Concentrate on structured learning times in pre-school for children so that all children make good progress
- Implement tracking and monitoring of children's progress, effective reporting and profiling
- Continue to work on the Talk Time and Sounds Good groups
- Investigate funding available to extend children's experiences and understanding of music
- Extend the Thinking it, Feeling it, Doing it work throughout the nursery

5.3 - Meeting Learning Needs

Using evaluative statements report on:

Learning opportunities, tasks, activities and resources	Identification of learning needs	The roles of staff (including teachers and specialist staff where appropriate)	Meeting and implementing the requirements of legislation
<p>We offer PLP weeks across the Nursery so parents can come in and spend time looking at their child's development folder and feel involved in their learning. 'At home' sheets are regularly given to parents to complete with their children, displayed in nursery and then added to their Personal learning Profile</p> <p>The children are consulted in planning their learning and progress through regular group time sessions, general discussions and observation</p> <p>The Early Years teacher and Senior support the staff in offering the children in pre-school a varied, stimulating and interesting learning environment in line with the Curriculum for Excellence.</p> <p>Regular Pre-Birth to Three meetings are used to evaluate the work with the under three's and continuously evaluate PLP's, planning and observations so that all seniors work consistently together and children's experiences are paramount to all changes made</p> <p>Planning in pre-school is on a weekly basis using the Curriculum for Excellence pathways</p> <p>Individual care plans are in place and support all children's development and learning (in the under three rooms)</p> <p>The Pre-Birth to Three Curriculum and Curriculum for Excellence are an integral part of the children's learning and supports their individual interests and needs</p> <p>The nursery has good relationships with outside agencies to help support children who have additional support needs</p> <p>Through observations, Additional Support Plans, Personal Learning Plans and regular consultation with parents, children's progress is evaluated and recorded</p>			

Specific learning needs are identified through observations, ASP's and target sheets

The implementation of legislation is monitored appropriately and achievable targets are set when writing ASP's

What are we going to do next?

Celebrate children's achievements in a variety of ways

5.1 The Curriculum

Using evaluative statements report on:

The rationale and design of the curriculum	The development of the curriculum	Programmes	Transitions
<p>Staff have a clear understanding of both the Pre-Birth to Three and Curriculum for Excellence documents and use these extensively to support the planning, learning and observations of children</p> <p>The Early Years Teacher supports the pre-school team in their planning and use of pathways and outcomes</p> <p>Children have opportunities to experience a full range of learning experiences which incorporate all areas of the Curricula</p> <p>We have further developed the ICT in learning and teaching through the purchase of two ipads which are used extensively</p> <p>Parents are consulted regarding their children's learning and are encouraged to contribute to their children's Personal Learning Profiles through completion of regular home/nursery sheets and attendance at PLP open weeks and parent evenings</p> <p>Good relationships with local schools and our cluster group has supported various aspects of our curriculum work as well as helping with the transition process for our children that are going to school</p> <p>Staff have had the opportunity to attend Pre-Birth to Three and Curriculum for Excellence training which has had a positive impact on children's experiences in the nursery</p> <p>The focus on the development of the Curriculum for Excellence in our 3-5's rooms over the last session has been literacy, numeracy, health and wellbeing, technologies and expressive arts. The impact can be seen throughout all areas of the pre-school rooms</p> <p>A successful Literacy week was held in pre-school involving the children in a number of activities to improve their awareness of literacy</p> <p>Children's transition to primary 1 has been smooth with transition reports completed by the Early Years Teacher and Key Workers reflecting accurately on the children supported by observations that were completed in their Personal Learning Profiles</p>			

What are we going to do next?

SWOT analysis on different areas of the nursery rooms

We will hold annual Literacy, Numeracy and Health and Wellbeing weeks

5.9 Improvement through self-evaluation

Using evaluative statements report on:

Commitment to self-evaluation	Management of self-evaluation	School/Centre improvement
<p>Monitoring and evaluating all staff has been an integral part of our work over the last session. All staff are involved in an appraisal and continuous monitoring system where their performance and achievements and personal targets are monitored and recorded and next steps are implemented</p> <p>Senior staff assist management in monitoring their staff teams using their individual targets as a guide</p> <p>Staff understand that children's learning needs are to be constantly evaluated and that this is key to raising standards of achievement</p> <p>Parents are regularly consulted through questionnaires, Parent Group Meetings, PLP weeks and Parent Evenings. Suggestions, views and opinions are respected and incorporated into the life and work of the nursery</p> <p>Our self evaluation is based on a wide range of evidence and is rigorous and systematic. We link this to the Child at the Centre 2 document and the National Care Standards. All staff throughout the nursery are involved in this</p> <p>Our evaluation process is reflected in the learning and teaching of our children and their experiences in nursery</p> <p>A culture of reflective practice allows all staff to look at their professional competence and monitor their progress and achievements</p> <p>2 stars and a wish takes place yearly where the children can have their say on what they like/don't like and what they would like in the nursery</p>		
<p>What are we going to do next?</p> <p>Meet regularly with staff and discuss next steps from staff appraisals and personal development plans with assistance from the seniors</p> <p>Ensure children contribute to plans for nursery improvement and evaluation of impact</p> <p>Children to take photos of areas they like and don't like in the nursery and say how they think they could be improved</p> <p>Demonstrate the impact of the improvement plan in improving outcomes for all children</p> <p>Give senior staff a clear remit and appraisal process</p>		

Improvement Plan

3. Key areas for nursery/centre improvement

Priority 1: Planning through consultation with children and parents	Overall Responsibility Manager	QIs 2.1, 5.2, 5.5, 5.7
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Outcome and impact on learners:

Tasks	By Whom	Timescale	Resources	Progress/Evaluation of task
Children will be actively involved in their own learning through various methods of consultation especially through group time and story times	Staff teams in all age groups	December 2013	Planning time	
Staff training will support this priority with all staff feeling confident in their practice and the shared ethos	All staff	July 2014	Time	
Children's learning experiences will be relevant, valuable and challenging	All staff	July 2014	Staff training	
Children will be encouraged to express their views and their responses will be valued, acted on and evaluated	All staff	July 2014	Circle time	
Risk assessments will be completed with the children and daily safety monitors appointed	Senior staff	December 2013	Meetings, appraisals	
Children to take photos of areas in their nursery room, evaluate and comment on them to inform staff of their ideas	All staff	December 2013	Camera, time and guidance from staff	
Parents will be consulted regularly and their views discussed,	Charlie and	July 2014	Questionnaires,	

acted on and evaluated	Carol		emails, regular parent group meetings	
Staff will be encouraged to express their views and their responses will be valued, acted on and evaluated	All staff	July 2014	Appraisals, meetings	
The story pockets will be used extensively as an aid for home/nursery link and children's learning	3-5's senior and EYT	January 2014	Story pockets, books, props	
Policies will be shared with parents and staff regularly to make them more aware and involved in the nursery's ethos	Manager	July 2014	Email, meetings	
An information booklet will be collated for parents of children moving to pre-school	Pre-School senior, Manager	August 2013	Meetings, gathering information	
Put together an updated information booklet for parents of new children starting the nursery	Manger, Deputy Manager, administrator	October 2013	Time, Information gathering	
Regular pre-birth to three meetings will take place to make sure all under three children have the same experience and that their learning reflects a genuinely child centred approach	Management and Under threes senior staff	December 2014	Time for meetings, staff cover	
Weekly pre-school planning meetings will take place to support children in becoming successful learners, confident individuals, responsible citizens and effective contributors	Management and pre-school staff	December 2014	Time for meetings, staff cover	
Two stars and a wish	All staff	December 2013	Time with children	
Borrowing library to be used as a link between nursery and home and to build on staff and parent consultation	All staff	March 2014	Book resources	

Priority 2 : Learning and Teaching Outdoors	Overall Responsibility Manager	QIs 2.1, 4.1, 5.2, 5.7
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Outcome and impact on learners:

Tasks	By Whom	Timescale	Resources	Progress/Evaluation of task
Upgrade the under 3's garden areas using natural and recycled resources	Senior staff	Autumn 2013	Wooden climbing frame, fencing, soft surface, various equipment	
Involve all under three's and pre-school staff in the learning opportunities offered in the garden areas	All staff, senior and managers	December 2014	Staff training, time, meetings	
Continue to monitor the impact that the Mindstretchers training has had on the staff and nursery	Senior staff	December 2014	Meetings, time for observations	
Continue work with Eco-school tasks	Deputy manager	July 2014	Eco committee meetings, time	
Extend our philosophy of adventurous play and introduce children to a variety of new learning opportunities	Senior staff	December 2013	Staff training	

Priority 3 : Develop and Monitor a professional workforce	Overall Responsibility Manager	QIs 3.1, 7.2, 7.3, 9.1, 9.3
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Outcome and impact on learners:

Tasks	By Whom	Timescale	Resources	Progress/Evaluation of task
To develop a motivated staff team who are passionate about their role in the nursery and the influence that they have on the children in their care on a daily basis	Senior staff	July 2014	Staff training, appraisals, regular meetings and targets Coaching sessions	
Staff will feel valued and supported in their work	Senior staff	July 2014	Various initiatives, appraisals, regular meetings, coaching sessions	
Encourage staff to take an active role in the development of the nursery	Senior staff	July 2014	Meetings, CPD	
Involve staff in new initiatives updating their knowledge in a variety of areas	Senior staff	July 2014	Time, CPD	
Staff will be involved in the review of policies throughout the year	All staff	July 2014	Staff meetings	
All staff to be aware of the requirements for their SSSC registration especially related to training hours and the Codes of Practice	All staff	December 2013	Appraisal, meetings	
Training to be organised to support staff in their	All staff	March 2014	Training budget	

<p>knowledge and practice. Courses to include first aid and child protection</p> <p>To support the senior staff in their roles through training and coaching sessions and make sure that their remits are clear and workable</p> <p>Use staff ILA accounts to access training</p>	<p>Charlie and Carol</p> <p>All staff</p>	<p>September 2013</p> <p>December 2013</p>	<p>Time, outside agencies</p> <p>ILA account numbers, Research</p>	
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Priority 4: Health and Wellbeing	Overall Responsibility Manager	QIs 2.1, 5.5, 9.1
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Outcome and impact on learners:

Tasks	By Whom	Timescale	Resources	Progress/Evaluation of task
Become accredited with Healthy Early Years level 3	All staff	December 2013	Staff time	
Early Moves programme to be used regularly involving all pre-school children	Linzi and Kasia	December 2013	Training, time management	
Upgrade gardens and offer more learning opportunities	Senior staff with their staff teams	December 2013	Ideas, CPD	
Focus on whole staff team's health and wellbeing and how we can support their holistic approach to childcare	Managers	March 2014	Engaging outside agencies	
Staff will have access to general health and wellbeing information	Managers	June 2014	Outside agencies	
To work collaboratively with community organisations and partner agencies to support children and families	Senior staff and managers	July 2103	Outside agencies, senior staff	
To work effectively with GIRFEC and make all staff aware of this initiative	Managers and all staff	December 2013	GIRFEC resources and information	

Staff training in the use of the CIRCLE document to help identify specific needs of children	Managers, all staff	December 2013	Outside agencies, money and time	
Extend the Thinking it, Feeling it, Doing it work throughout the nursery	Deputy Manager, TI, FI, DI representatives	March 2014	Time for meetings	

4. Cluster Improvement Plan

Priority 1	Overall Responsibility	QIs
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Outcome A

Outcome and impact on learners:

Tasks	By Whom	Resources	Timescale	Progress/Evaluation of task

Outcome B

Outcome and impact on learners:

Tasks	By Whom	Resources	Timescale	Progress/Evaluation of task