

Glasgow City Council Education Services

Improvement Planning



Establishment	Victoria Park Kindergarten
LIG Area	
Session	2017-2018

CONTENTS

1. Vision, Values and Aims
2. Summary of Self-Evaluation Process
3. Priorities for Improvement in the current session
4. Action planning
5. Appendices:
 - a. Action Plan Summary for Stakeholders

Signatures:

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Early Years Manager		Date	

1a Our Vision, Values and Aims

Our Vision

At Victoria Park Kindergarten our vision is to create a welcoming, safe, happy, caring and stimulating environment where we all work together in building strong and respectful relationships.

Our Values

- Welcoming, nurturing and supportive
- Happiness and well-being
- Respect - promoting a culture of inclusion, diversity, equality, fairness and opportunity
- Communication - being genuine, open, honest and sincere
- Achievement - High quality and high expectations, to always try our best

Our Aims

At Victoria Park Kindergarten we aim to:

- Provide a welcoming, safe, happy, caring and stimulating environment
- Engage our children in high quality learning experiences to maximise success for all
- Promote wellbeing and respect
- Monitor and evaluate our practice for continual improvement
- Encourage imagination and creativity
- Value each child as an individual so we can support each child in developing and extending their own interests, goals and dreams
- Meet the individual needs of all children
- Foster the children's self-esteem and confidence through encouragement and positive feedback, and so becoming increasingly independent as learners

1b How our Vision, Values and Aims were developed and how stakeholders were consulted

Our Vision, Values and Aims have been created by staff and parents of Victoria Park Kindergarten March 2017

Stakeholders were consulted through social media, newsletters, verbally and displays.
We aimed to ensure everyone had the opportunity to be consulted if they wished to do so.

2. Summary of self-evaluation process

How we carried out our self-evaluation and involved stakeholders

We are currently reviewing our system for self-evaluation and this will be one of our priorities over the next year. We intend to self-evaluate using How Good is Our Early Learning and Childcare (2016), Building the Ambition (2014) and National Care Standards. We intend to involve all stakeholders in our self-evaluation including parents, staff, children, partners and any other outside agencies that use our service.

High level question	Key strengths	Areas for improvement
How good is our leadership and approach to improvement?	<ul style="list-style-type: none"> Children, parents and staff have adapted well to our new Leadership structure and all the changes this has brought. All staff are appropriately registered with SSSC and are given ample opportunities for further training to ensure they are developing their own CDP. We have a welcoming ethos throughout the nursery which is promoted by all practitioners; we also have an 'open door' policy which encourages positive communication. 	<ul style="list-style-type: none"> To devise a more structured and rigid method of self-evaluation for continued improvement, ensuring impact of success for children and families. To ensure all our practitioners are actively engaged in continuously evaluating and improving our setting. To ensure the views of children, parents/carers and families are effectively used to improve the life and work of the setting.
How good is the quality of care and education we offer?	<ul style="list-style-type: none"> We have a Child Protection Policy and procedures which are reviewed on a regular basis. Our practitioners know the children very well and make sound judgements about their progress and respond quickly to ensure we are meeting their learning needs. Our learning environment is positive and nurturing allowing children choice throughout their daily routines. 	<ul style="list-style-type: none"> To ensure high quality learning is taking place as part of our everyday activities and interactions To ensure high quality observations are taking place and used appropriately to inform future learning outcomes. To ensure tracking and monitoring children's progress is well understood and used effectively to secure improved outcomes for all children.
How good are we at improving outcomes for all our learners?	<ul style="list-style-type: none"> Practitioners are sensitive and respond to each child's individual needs ensuing wellbeing for them and their family. Leaders and managers look out for the wellbeing of practitioners; they feel valued and are confident they will receive support should they need it. Practitioners make confident judgements about the children's 	<ul style="list-style-type: none"> To ensure children are making good progress within literacy and numeracy and health and wellbeing. To ensure high quality appropriate early language, mathematics and health and wellbeing experiences are used well to promote and enhance learning. To ensure all practitioners understand children's next steps in

3. **Priorities for improvement in the current session**

Year **2016-2017**

No.	Priority	Stage of development	Main driver of priority:		Alignment to:			
			Self-Evaluation/VSE	Education Scotland report	QI	Wellbeing Framework	Service Priorities	Collaboration and Partnership Working
1	Develop as robust self-evaluation and evidence system involving all stakeholders	Developing			1.1			
2	Develop robust procedures that offer support to children with additional needs	Developing			2.4			
3	Create a literacy rich environment which will support and embed literacy within all rooms	Embedding			2.2			

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1	1.1	Develop as robust self-evaluation and evidence system involving all stakeholders	All our practitioners will be actively engaged in continuously evaluating our setting, taking on board views from the children, parents/carers and families. Parents/carers, children, families staff and other service users will feel valued and respected as their views will be taken on board to better improve the service we provide.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Room leaders and management will discuss ways in which we can self-evaluate, devising systems and methods that involve all stakeholders.	August 2017	All Room Leaders and Management	Time – making sure we have the opportunity to discuss in length how we want to develop and how everyone needs to be involved.
Using Building the Ambition, How Good is our Early Learning and Childcare and Getting it Right for Every Child we will compile samples of questionnaires, toolkits and staff evaluations to devise ways in which we can self-evaluate which ensures the best possible outcomes for all stakeholders.	September 2017	Management, Room Leaders, Practitioners and Nursery Assistants	Time, print resources required
Visit other nurseries for sharing of good practice to see if we can develop similar ways to self-evaluate which is relevant to our setting.	September 2017	Management	Make contact with nurseries who wish to share good practice
Collate all relevant samples and toolkits which are appropriate for our setting and put together a calendar for self-evaluation which will be followed throughout the coming months.	October 2017	Management and Room Leaders	Time – devising calendar for self-evaluation

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Start to implement our self-evaluation calendar.	November 2017	All stakeholders including staff, parents/carers, children, families and other service users	Time and organisation
Gather responses from Questionnaires, Social Media, e-mails, verbal communications, written communications etc. and collate in a Big Book to show evidence on how we are going to plan for improvement.	November 2017- June 2018	Management and Room leaders	Time

Evidence of Impact
<p>Through devising and implementing a more robust self-evaluation process all staff will have a clearer understanding about self-evaluation and their responsibilities. They will be knowledgeable on identifying ways in which we can improve and addressing these improvements appropriately to ensure better outcomes for all our children and their families.</p> <p>Parents/carers, families, staff and other stakeholders will feel valued and respected as they will all have the opportunity to be involved within our self-evaluation process. We will use their thoughts, ideas and suggestion to implement change that will improve outcomes for all who use our service.</p>

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2	2.4	Develop robust procedures that offer support to children with additional needs	Children's needs will be identified early through careful observation. Effective interventions will be put in place working in partnership with parents, children and other partners when required. Targeted interventions will ensure high quality support for individual children.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Additional Needs Group and Management will come together to discuss ways for us to develop a more robust system for offering support to children with additional needs.	August 17	Management and Additional Needs Group	Time
Access training or guidance on how best to offer support to children with Additional Needs	September 2017	Management and All Staff	Time and Money
Gather samples from other partnership nurseries on how they support children with Additional Needs	September 2017	Management and Additional Needs Group Staff	Time
Collate all samples and devise a system/process which all staff will follow if they feel they have a child in their group who requires extra support	October 2017	Management and Additional Needs Group	Time and Resources printed
Implement system/process which ensures all children who require extra support is receiving it. This will involve partnership with parents at all levels.	November 2017	Management, Room Leaders, Keyworkers with parents and children	Time

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Monitor the system/process to ensure it is manageable and is making a difference to each child who is receiving extra support, also take on board views from parents who are involved with the additional support being provided.	December 2017 – June 2018	Management, Room Leaders, keyworkers and parents	Time

Evidence of Impact
By ensuring we have a clearly defined and understood system when offering children the additional support required we will be ensuring every child receives targeted interventions and high quality support and specialist resources if required. Children, parents/carers and partners are fully involved in decisions about learning and support.

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
3	2.2	Create a literacy rich environment which will support and embed literacy within all rooms	Children will be surrounded by a literacy rich environment which will raise understanding and attainment.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Literacy Group will meet to discuss further ways in which we can promote literacy in all rooms.	August 2017	Management and Leaders of Literacy	Time
Involve all stakeholders seeking ideas and suggestions on what they would like to see in each room which promotes literacy.	September 2017	Management and All Service Users	Time
Gather ideas and suggestions from all staff, parents, children, partners etc. and collate in guidance for each room.	October 17	Management	Time, money, printing guidance
All staff will now be encouraged to implement ideas/suggestions from the guidance for each room which is appropriate for the age and stage of development of the children in the room.	November 2017 – January 2018	Leaders of Literacy and Staff	Time, resources, print guidance
Monitor literacy within each room to assess impact on the children's learning	February 2018 – June 2018	Management	Time

Evidence of Impact

All staff will have a clear focus on the development of children's skills within early literacy. Staff will be creating a more literacy rich environment with more meaningful opportunities for the children's learning to develop.

5. Appendix a

Action Plan Summary for Stakeholders

No.	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	Develop as robust self-evaluation and evidence system involving all stakeholders	All our practitioners will be actively engaged in continuously evaluating our setting, taking on board views from the children, parents/carers and families. Parents/carers, children, families staff and other service users will feel valued and respected as their views will be taken on board to better improve the service we provide.	Management	August 17-June 18
2	Develop robust procedures that offer support to children with additional needs	Children's needs will be identified early through careful observation. Effective interventions will be put in place working in partnership with parents, children and other partners when required. Targeted interventions will ensure high quality support for individual children.	Management	August 17-June 18
3	Create a literacy rich environment which will support and embed literacy within all rooms	Children will be surrounded by a literacy rich environment which will raise understanding and attainment.	Management	August 17-June 18