

Glasgow City Council Education Services

Improvement Planning



Establishment	Victoria Park Kindergarten Ltd
LIG Area	
Session	2018-2019

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Signatures:

Head of Establishment	Tracey Hamilton	Date	15/08/2018
Area Education Officer		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 currently self-evaluate using How Good is Our Early Learning and Childcare (2016), Building the Ambition (2014) and National Care Standards. We involve parents and children by continually seeking feedback through questionnaires, parents committee, coffee mornings and private social media pages.

Over the next year we will involve more outside agencies who 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"> The views of children, parents/carers and families are effectively used to improve the life and work of the setting. 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. We will encourage practitioners to reflect on and share their own practice in taking forward agreed areas of improvement. We will monitor our practitioners professional learning to ensure that this is having a positive impact on improving outcomes for children and families.
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 require it. 	<ul style="list-style-type: none"> Children will be more involved in their learning journals and families will be better informed about their child's learning through tracking progress within learning journals

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.	All practitioners will undertake reviews and on-going professional dialogue to help improve and develop practice	Developing			1.4			
2.	Each child has an effective Child's Plan (Care Plan)	Developing			2.4			
3.	Recruitment arrangements are clearly outlined in policy and procedure documents	Developing			1.4			
4.	All practitioners will have a clear focus on monitoring and evaluating the quality of children's learning and on tracking their progress	Developing			1.1			

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1	1.4	All practitioners will undertake reviews and on-going professional dialogue to help improve and develop practice	Practitioners will be more confident in their professional learning and this will have a positive impact on our babies, toddlers and young children in our care.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Management will research ways to better support and supervise practitioners individually, visiting other nurseries who have a robust system in place.	Oct 2018	Management Other nurseries	Time – make arrangements to visit other nurseries and collate examples of support and supervision materials
Management will discuss with Room Leaders the changes that they feel will be manageable and offer the best support and supervision.	Nov 18	Management and Room Leaders	Time – to get together to discuss practice from other nurseries and materials found.
All paperwork will be devised and put in place for each practitioner	Dec 18	Management	Time – print and make up new support and supervision folders
New support and supervision calendar will be developed and put in place.	Jan 19	Management	Time – develop calendar and put in place
Develop new Support and Supervision Policy	Jan 19	Management	Time – develop and implement policy

Evidence of Impact
Babies, toddlers and young children will be cared for by confident and knowledgeable practitioners. This will lead to improved outcomes for all children and their families.

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2	2.4	Each child has an effective Child's Plan (Care Plan)	Each child will have an effective Care Plan which is updated as and when required, ensuring all information is relevant and up to date.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Management and Room Leaders will meet to discuss making changes to our current Care Plan taking into account guidance from Care Inspectorate.	Aug 18	Management and Room Leaders	Can be discussed at our Managers huddle on Monday mornings
New Care Plans will be developed and introduced to Room Leaders	Sept 18	Management and Room Leaders	Time printing off Care Plans etc and money to buy new folders for each child to store all relevant information
Room Leaders will introduce new Care Plan to staff within their room.	Oct 19	Room Leaders and Staff	Can be introduced during staff monthly meetings within each room
New Care Plan will be introduced to parents throughout November 19 during parent's evenings etc.	Nov 19	Room Leaders, Staff and Parents	Parents evenings are organised throughout the month of November/May and this is when we ask parents to update their child's Care Plan

Evidence of Impact

Practitioners can be confident the information they hold on each child is up to date and relevant, allowing practitioners to plan learning experiences accordingly or offer extra support when required. This will ensure we have effective partnerships with all our families.

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
3	1.4	Recruitment arrangements are clearly outlined in policy and procedure documents	Families will be confident that we have a robust Safer Recruitment Policy and Procedures

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Take guidance from Safer Recruitment (2016) which highlights best practice.	Sept 18	Management	Time
Develop new paperwork to incorporate into our Safer Recruitment procedures	Sept 18	Management	Time
Update Safer Recruitment Policy with new procedures	Sept 18	Management	Time

Evidence of Impact
All new staff will be recruited using our up to date procedures ensuring each candidate is recruited accordingly.

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
4	1.1	All practitioners will have a clear focus on monitoring and evaluating the quality of children's learning and on tracking their progress	Staff will have a clearer focus on how best to use Learning Journals to better monitor and track children's learning

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Meeting with Rainbow Room Leader to discuss ways in which we can monitor and track children's learning in a more effective way.	Aug 18	Management and Room Leader	Time – discuss at Management Huddle
Visit other nurseries who use Learning Journals to discuss how they are using them to monitor and track children's learning.	Aug 18	Management, Room Leader and Other Nursery Management	Time – organise staff cover when staff are out visiting other nurseries
Meeting with Rainbow Room Leaders to discuss findings and what she feels is going to work best within our setting.	Aug 18	Management and Room Leader	Time – discuss at Management Huddle
Training session with Rainbow Room staff to discuss how we are going to start using Learning Journals to better monitor and track children's learning	Sept 18	Management, Room Leader and Staff	Time – twilight training organised so all staff can attend together out with working hours
Inform parents of changes we will be making in using Learning Journals and how they can be involved in their child's learning through using Learning Journals from home.	Oct 18	Room Leader, Staff and Parents	Time- information letter out to all parents to inform them on changes being made and how they can access and use Learning Journals at home
Implement changes in the way we use Learning Journals to enhance our monitoring and tracking of children's learning.	Nov 18 – Jan 19	Room Leader and Staff	Time – staff to become familiar with new way of using Learning Journals to monitor and track learning

Evidence of Impact

Staff will be more confident monitoring and tracking children's learning and this will better prepare them when they are thinking about next steps in learning for their individual children.

5. Appendix a**Action Plan Summary for Stakeholders**

No.	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	All practitioners will undertake reviews and on-going professional dialogue to help improve and develop practice	Practitioners will be more confident in their professional learning and this will have a positive impact on our babies, toddlers and young children in our care.	Management	Aug 18 – Jan 19
2	Each child has an effective Child's Plan (Care Plan)	Each child will have an effective Care Plan which is updated as and when required, ensuring all information is relevant and up to date.	Management	Aug – Nov 18
3	Recruitment arrangements are clearly outlined in policy and procedure documents	Families will be confident that we have a robust Safer Recruitment Policy and Procedures	Management	Sept 18
4	All practitioners will have a clear focus on monitoring and evaluating the quality of children's learning and on tracking their progress	Staff will have a clearer focus on how best to use Learning Journals to better monitor and track children's learning	Management	Aug 18 - Jan 19

