

Glasgow City Council Education Services

Improvement Planning



Establishment	Victoria Park Kindergarten Ltd
LIG Area	
Session	2019-2020

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Signatures:

Head of Establishment	Tracey Hamilton	Date	June 2019
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 2019 – 2020

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.	To develop a robust communication system which will allow us to share communications with all parents/carers who use our service.	Exploring and Developing			2.7			
2.	We will embed staff reviews, support and supervisions, training nights etc. to ensure each staff member can enhance their own professional development and knowledge.	Embedding			1.4			
3.	We will develop a policy for support and supervision once we have established a structure which is time manageable.	Developing			1.4			
4.	Re-introduce Leaders of Learning Groups and Staff Huddle Groups monthly/weekly to allow all staff the opportunity of becoming leaders of learning throughout the nursery.	Developing			1.4			

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1	2.7	To develop a robust communication system which will allow us to share communications with all parents/carers who use our service.	Parents will be able to contact us directly with any questions, ideas, information etc. making them feel more valued and respected. This will then have a positive impact on the children as parents/carers will be more open to sharing information.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> Ask parents how they would like to be communicated with and discuss options for communication in the future 	Aug 19	Management Parents	
<ul style="list-style-type: none"> Visit local nurseries and school to ask how they communicate with parents/carers and their success rates 	Aug 19	Management Other Establishments	
<ul style="list-style-type: none"> Investigate options which will allow us to communicate easily with all parents/carers. 	Sept 19	Management	
<ul style="list-style-type: none"> Inform parents/carers of options available for communicating and ask opinions on which they would feel would be best. 	Oct 19	Management Parents	
<ul style="list-style-type: none"> Once all opinions have been collated we will decide on which method we feel would work best and move forward with implementing it. 	Nov 19 – June 20	Management Parents Staff	

Evidence of Impact

Better communication with parents and carers, allowing us to communicate more openly on a daily and regular basis.

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2	1.4	We will embed staff reviews, support and supervisions, training nights etc. to ensure each staff member can enhance their own professional development and knowledge.	Staff will have a clearer indication on their own professional development, where they are and where they want to be.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> Discuss with staff their support and supervision asking if they think it is beneficial 	Aug 19	Management Room Leaders Staff	
<ul style="list-style-type: none"> Update support and supervision if staff feel it needs to be re-designed 	Aug 19	Management Room Leaders Staff	
<ul style="list-style-type: none"> Room leaders continue carrying out monthly support and supervision 	Sept 19	Management Room Leaders Staff	
<ul style="list-style-type: none"> Draft a more valuable staff review which focuses on staff professional development 	Oct 19	Management Room Leaders Staff	
<ul style="list-style-type: none"> Staff will be involved evaluating draft staff review and once happy finalise 	Nov 19	Management Room Leaders Staff	
<ul style="list-style-type: none"> Staff reviews carried out with all staff, including Room Leaders and Management 	Jan 20	Management Room Leaders Staff	

Evidence of Impact
Staff will be more confident within their own professional development, being able to highlight areas they feel they need to work on and emphasise their strengths which can be shared with their colleagues.

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
3	1.4	We will develop a policy for support and supervision once we have established a structure which is time manageable.	All staff will be well informed of expectations on us as employers to offer support and supervision to all staff and students which will enhance their knowledge, encourage continual professional development and build confidence.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> Collate together all support and supervision that is carried out with all staff 	Aug 19	Management Room Leaders	
<ul style="list-style-type: none"> Look at sample policies for staff support and supervision 	Sept 19	Management	
<ul style="list-style-type: none"> Create a draft policy and share with all staff 	Oct 19	Management Room Leaders Staff	
<ul style="list-style-type: none"> Once everyone is happy with draft policy, will finalise and put into practice 	Nov 19	Management Room Leaders Staff	

Evidence of Impact

All staff will have a clearer indication of what support and supervision they will be given whilst working within Victoria Park Kindergarten. This will also highlight our responsibility to staff when offering various ways in which we can support all staff and students with their own professional development.

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
4	1.4	Re-introduce Leaders of Learning Groups and Staff Huddle Groups monthly/weekly to allow all staff the opportunity of becoming leaders of learning throughout the nursery.	Staff will feel more valued and involved in the nursery development on a more regular basis.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> Hold a meeting with all room leaders discussing our current communities of practice groups and should we revise them. 	July 2019	Management Room Leaders Staff	
<ul style="list-style-type: none"> Create new calendar Aug 19 – Jun 20 with dates and times of all future communities of practice group meetings 	July 2019	Management	
<ul style="list-style-type: none"> Room Leaders and staff to discuss who would like to attend these meetings from each room 	July 2019	Management Room Leaders	
<ul style="list-style-type: none"> Once staff have been identified they will attend each meeting which is highlighted on the calendar 	Aug 2019	Management Group Leaders	
<ul style="list-style-type: none"> Notes from each meeting will be recorded in books in office. 	Aug 19 – June 20	Management Group Leaders	

Evidence of Impact

All staff will have the opportunity to become involved within the life of the nursery. Giving them confidence in their new role and involving all staff throughout the nursery sharing ideas, information, passing on updates etc.

5. Appendix a

Action Plan Summary for Stakeholders

No.	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	To develop a robust communication system which will allow us to share communications with all parents/carers who use our service.	Parents will be able to contact us directly with any questions, ideas, information etc. making them feel more valued and respected. This will then have a positive impact on the children as parents/carers will be more open to sharing information.	Management/ Director	June 2020
2	We will embed staff reviews, support and supervisions, training nights etc. to ensure each staff member can enhance their own professional development and knowledge.	Staff will have a clearer indication on their own professional development, where they are and where they want to be.	Room Leaders and Management	June 2020
3	We will develop a policy for support and supervision once we have established a structure which is time manageable.	All staff will be well informed of expectations on us as employers to offer support and supervision to all staff and students which will enhance their knowledge, encourage continual professional development and build confidence.	Management	December 2019
4	Re-introduce Leaders of Learning Groups and Staff Huddle Groups monthly/weekly to allow all staff the opportunity of becoming leaders of learning throughout the nursery.	Staff will feel more valued and involved in the nursery development on a more regular basis.	Management and Staff	December 2019