



Stromness Early Learning and Childcare

Standards and Quality Report

2021-22

and

Early Learning and Childcare Setting Improvement Plan

2022-23.

Contents

National and Orkney Islands Council (OIC) Local Priorities.	3
Standards and Quality Report 2021-22.	4
Improvement Priority 1	8
Improvement Priority 2	11
Improvement Priority 3	17
Self-evaluation Quality Indicators and Standards.	19
Self-evaluation.	20
Collaboration and Consultation with our Stakeholders in Session 2021-22:	22
Summary of progress for 2021-22.	23
ELC Improvement Plan 2022-23.	25
Improvement Priority 1:	26
Improvement Priority 2:	29
Improvement Priority 3:	31

National and Orkney Islands Council (OIC) Local Priorities.

The Scottish Government’s vision for education in Scotland:

- Excellence through raising attainment and improving outcomes.
- Achieving equity.

Key priorities of the National Improvement Framework:

- Placing the human rights and needs of every child and young person at the centre of education.
- Improvement in children and young people’s health and wellbeing.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in skills and sustained, positive school-leaver destinations for all young people.
- Improvement in attainment, particularly in literacy and numeracy.

NIF drivers of improvement in the outcomes achieved by children and young people are:

1. School and ELC leadership.
2. Teacher and practitioner professionalism.
3. Parent/carer involvement and engagement.
4. Curriculum and assessment.
5. School and ELC improvement.
6. Performance information.



Scottish Attainment Challenge (SAC):

[Scottish Attainment Challenge: framework for recovery and accelerating progress](#)

[Scottish Attainment Challenge Logic Model](#) – Tackling the Poverty-Related Attainment Gap – Our Theory of Change.

SAC organisers:

- Learning and teaching.
- Leadership.
- Families and communities.

OIC National Improvement Framework Plan *3 main themes:*

- Health and wellbeing.
- Learning and teaching.
- Self-evaluation.

OIC Children’s Services Plan *Priorities for 2021-23:*

- Mental health and wellbeing.
- Overcoming disadvantage.
- Care and protection.
- Equality and empowerment.
- Options and opportunities.

OIC Community Plan *4 priorities:*

- Connectivity.
- Sustainable recovery.
- Community wellbeing.
- Partnership workforce development and planning.

Standards and Quality Report 2021-22.

The context of the setting:

Stromness Nursery is a Local Authority Early Learning and Childcare provider and is part of Stromness Primary school. It is the only nursery currently situated in Stromness in Orkney. Stromness Nursery is registered with the Care Inspectorate to provide Early Learning and Childcare to a maximum of 40 children aged three to five per session, including up to 10 two year olds. During the 2021-22 year the maximum number of children on the role was 39.

The setting is run by a Nursery Manager and has a staff team comprising of a 1.0 FTE Senior Early Years Practitioner, 0.7FTE Lead Early Years Practitioner and 4.56 FTE Early Years Practitioners. The nursery welcomed a 1.0 FTE Early Years Practitioner in training from September 2021- February 2022 (Training incomplete due to illness). An HNC student joined the nursery in January 2022-June 2022 who attended placement two days per week and completed two 3-week blocks of full time placement in addition.

The Covid-19 pandemic continued to place extra demand and requirements on the setting with guidance from the Scottish Government, Health Protection Scotland and the Care Inspectorate issued to ensure safe operation. Enhanced hygiene and infection control procedures needed to be planned, established and maintained throughout the year and risk assessments were drawn up following guidance. Our measures were communicated with staff, parents and children (in age appropriate ways). In April 2022, guidance relaxed however it was still necessary to ensure that all required mitigations remained in place in the setting. From May 2022, parents and carers were welcomed back in to the setting for an open evening and following this in June 2022, for collecting their child at the end of an afternoon session.

Staff absence rates in 2021-22 have been significant due, in part, to the pandemic and contingency plans were drawn up to prepare for potential disruption to service delivery. We were obliged to implement contingency plans on a few occasions and ask a key group to stay home when we weren't able to operate a full service.

Vision:

Nurtured to grow, learn and develop together.

Values:

- Everyone is listened to, valued and respected as an individual.
- Practitioners work in partnership with each other and parents and build positive relationships based on trust and effective communication.
- We support and encourage each other with our learning and development so that we can thrive and reach our full potential.
- We create an environment where people feel happy, safe and secure.
- We make the most of our spaces both inside and outside so that is an enabling environment for learning, exploring, creating, being active and having fun.
- We support making new friendships and connections whilst valuing existing connections from home.
- We build each other's confidence.
- Our nursery environment is inclusive of all and reflects this.

Aims:

- We want children to look forward to coming to nursery and feel a sense of belonging, where they help to shape their environment through their interests.
- We want parents and carers to feel welcome in the nursery and that they are valued as their child's first and most important teachers.
- We want families to be able to tell us what they think about our service and be part of our setting improvement journey.
- The interactions, experiences and spaces planned for in the nursery will provide challenge through play for our learners inside and outside covering all areas of the curriculum.
- We will meet children's individual needs through careful observation, planning and partnership working with parents and other agencies where appropriate.
- We want practitioners to have access to training and support so that they can feel their best for the children.
- We want our spaces to offer comfort and opportunities to rest and relax.
- We want our meal and snack times to be enjoyable and relaxed where healthy eating and independence skills are promoted.
- To have a language rich environment that promotes the development of language and communication for all.

Curriculum Rationale:

Our early learning and childcare curriculum should enable each child to:

Be supported by a friendly and welcoming team of practitioners who value them and their families as partners in their learning and development journey at nursery.

Experienced and knowledgeable practitioners work closely and supportively together to use their tuned-in understanding of how children communicate their interests and needs to facilitate the right kind of environment for learning and development to take place. Their knowledge and understanding of the children is enhanced by positive relationships with parents and carers who are welcomed to share information about how to support their child to develop and about interests and learning at home.

The mid-sized nursery environment provides nurturing, sensitive interactions with positive relationships as a basis for this as well as nurturing spaces including cosy and comforting areas to rest and relax. Positive relationships support the children to feel at ease and able to communicate their needs and ask for support when needed.

Children's individual needs are known and understood by the team, and they are confident in how to best support them throughout their sessions at nursery through working together, with parents and with other professionals to share knowledge and plan for success and inclusion. Practitioners regularly take part in a wide range of training activities to enhance their practice and support their continuous professional development.

Children have free access to the outdoors as much as possible and our outdoor space offers opportunities to explore and be active, supporting physical development including gross motor skills, balance, co-ordination, and movement. Beyond the outdoor space, the local community will be explored which

gives the children a feeling of ownership over where they come from and belong. Proximity to the seashore and a small area of woodland offer opportunities for outdoor learning, exploring, and discovering the part we can play in taking care of nature and its significance in our area. Proximity to the local care home offers opportunities to make links with other generations. Family and intergenerational learning enriches the children's experience as they can share in their learning with others who have lived different experiences and have a lot to offer in terms of interactions and sharing ideas, stories, songs, and experience.

Following National Practice Guidance: 'Realising the Ambition: Being Me', careful interactions, spaces and experiences are provided based on the children's interests to engage them in their learning. These are planned responsively based on observations made by the practitioner team who look out for skills that children are beginning to develop and then use these to develop areas in which there are the tools available to further develop these and provide challenge for the children. There is a balance of free play and adult directed activities to maximise the potential for development of key skills both inside and outside, covering all areas of the curriculum as set out in the Curriculum for Excellence.

Key group time is set aside each day as part of the nursery routine and this is used to offer opportunities to extend and develop learning, build confidence, and promote language and communication development led by the key group leaders. These experiences offered are led by the children's interests and needs.

During free play, which takes up most of the session, children have the freedom of choice of open-ended resources and materials, and this is encouraged to enable them to be creative in their environment. Real life materials and resources are featured in the nursery environment to enrich the children's experience and promote curiosity and awareness of how things work. Spaces are set up to promote social interaction and to enable children to learn from each other.

Children observe practitioners modelling play, interactions and expected behaviours in the setting and can learn from this.

Real life experiences are offered to support and take forward the children's interests such as excursions within our local community and inviting visitors to come in and share their knowledge with the children.

Children are supported to learn how to take care of themselves independently as much as possible within the setting. They are also supported to problem-solve in social situations through encouraging their independence in making choices and decisions.

How successful were our improvements - progress made with the priorities from our 2021-22 school improvement plan?

Improvement priority 1: <i>A whole nursery approach to Speech, Language and Communication Development</i> <i>Q.1 3.2 Securing Children's Progress</i>			
Outcomes:	Actions/Interventions/Approaches:	Impact:	Next steps:
<p>Progress in communication, early language, mathematics and health and wellbeing.</p> <p>The children in the nursery will be supported by a practitioner team who are knowledgeable on how young children develop language and communication. They will benefit from a language rich environment which offers the interactions, spaces and experiences that promote progression in their development.</p> <p>Children's progress over time.</p> <p>Children in the nursery make good progress in developing their language and communication skills.</p>	<p>An audit of the nursery environment was carried out to ensure that there were opportunities for a language rich environment through the provision of resources that support this. We used the circle resource to undertake this audit.</p> <p>The quality assurance calendar reflected regular tracking and monitoring meetings to discuss the children's progress, stage of development and to identify any needs for additional support using staged intervention.</p>	<p>Staff were able to identify and reflect together on the features in the environment that were benefitting the children's language development. The audit revealed gaps in provision in terms of the spaces and experiences on offer and we were able to act on this to enhance our provision.</p> <p>As a result of the enhancements made, children were observed leading the development of literacy rich areas in creating signs, inspired to re-enact stories using props that accompanied favourite stories, interaction and collaboration was encouraged, there was a higher engagement with literacy materials and more discussion around feelings. (Photos, Peedie Notes, Learning Stories)</p> <p>Almost all children made good progress in their reading, writing, listening and talking (Tracking Data)</p> <p>Staged intervention plans were put in place working in partnership with parents and other agencies as appropriate to support progression in</p>	<p>As part of ongoing quality assurance processes, staff observations will be carried out with a focus on interacting with children to support to identify any training or development needs, next steps and encourage good practice. Staff monitoring forms will evidence this.</p> <p>Use the tracking data to inform individual planning for children who require support to progress towards milestones as part of our ongoing monitoring and staged intervention in meeting children's needs. Tracking data and individual plans will evidence this.</p> <p>Review of outdoor provision to encourage a language rich environment outdoors as part of a wider improvement priority in next year's Improvement Plan.</p> <p>Continue to regularly review individual plans for children and consult parents and other agencies as they are updated to reflect a child's progress and identified need for support. Individual plans will evidence this along with the review schedule.</p>

<p>Overall quality of children's achievement.</p> <p>Children's achievements in developing language and communication will be valued and parents will be kept informed of the learning and progress as well as encouraged to share achievements and learning from home.</p>	<p>Children were supported to develop an awareness of their emotions and we built on their ability to regulate strong emotions through small group activities and discussions, stories and songs with a wellbeing theme. Practitioner interactions supported a problem-solving approach to conflict.</p> <p>The nursery team had a training session on a problem solving approach to conflict.</p> <p>The behaviour policy was reviewed as a team.</p> <p>The nursery team worked closely with SALT to support children with specific strategies to suit their individual needs.</p> <p>Nicola Kilpatrick (SALT) delivered team training on inclusive group activities designed to promote communication and language development.</p> <p>Nicola Kilpatrick (SALT) delivered team training on signing (Makaton).</p> <p>Makaton was used as a whole nursery approach with sign of the week shared with staff, children and parents.</p> <p>Makaton signs were displayed in different areas of the nursery to support communication during play and other activities such as snack or lunch.</p>	<p>learning and development. (Staged intervention document, child's plans, stage 2/3 plans)</p> <p>Children were able to draw on language around emotions explored and problem solving solutions to be able to better manage problems and conflict within their developing friendships. (Observations, small group time planning)</p> <p>A consistent approach to supporting positive behaviour from the team meaning that children were able to learn how to find solutions together more effectively and over time, become more independent (Observations, SSSC Training Records, Training Handout)</p> <p>SALT strategies and group activity ideas implemented resulted in progress in language and communication development (Individual Children's Plans, Tracking and Monitoring Data).</p> <p>Children were more able to communicate at group times and with each other with signing enhancing this. Engagement in group times was increased and children were more confident to communicate. (staff observations of children signing, practitioner feedback)</p> <p>Visual signs around the nursery supported staff and children to enhance</p>	<p>Learning journey audits to be undertaken to monitor evidence of progress in language and communication as part of ongoing quality assurance processes. Learning folder monitoring forms will evidence this.</p> <p>Family learning opportunities to be explored in supporting parents with their child's language development as part of ongoing partnership with parents. Photos, evaluations and plans for family learning opportunities will evidence this.</p> <p>The next parent survey to include questions around their child's speech and language and the impact of nursery on this as part of consulting parents and carers in evaluating the quality of the service. Results of the parent survey will evidence this.</p> <p>Continue to introduce signing to new starts using a variety of signs as part of ongoing practice in the setting. Evidence for this will be staff observation, parent feedback and materials in the nursery to support this.</p> <p>Continue to implement and review individual plans for children that support progress in their development and wellbeing as part of our ongoing processes for getting it right for every child. Individual plans and progress made will evidence this.</p>
--	---	---	---

<p>Ensuring equity for all children.</p> <p>Inclusion and equity is promoted within the setting by all involved and barriers to effective learning are identified and supported, working closely with parents as partners and other professionals as appropriate to develop strategies to support progression for all at all stages of development.</p>	<p>Visual cards were used to create visual timetables to be used for all children to support understanding of the routine of the day.</p> <p>As part of the quality assurance calendar, the staged intervention document was reviewed regularly (In October, February and June) to ensure that we were meeting the children's needs and identifying barriers to learning.</p> <p>For children who had barriers to learning identified, we developed and used planning sheets to detail strategies to help them.</p> <p>When required, child's plans were created working with parents and other relevant professionals.</p>	<p>their communication with each other using signing. (staff observations of children signing, practitioner feedback)</p> <p>Children felt understood when their signing supported what they were trying to communicate. (Parental feedback, staff observations of children signing, practitioner feedback)</p> <p>Visual cards further enhanced communication and supported children in understanding the routine of the day and feeling more secure in what was happening next (transition to home time etc.). Visual symbol cards and boards allowed a means of children communicating their feelings, wants and thoughts if not able to verbally. Visual cards helped to back-up what was being said or signed and helped some children to process information. (Visual strips, timetables, now and next boards, communication boards, staff observations, individual plans)</p> <p>Children, practitioners and families were supported by professionals as well as best practice which suits the child's needs for their development (individual plans, children's progress, parent views on plans).</p> <p>Plans were clear about how the people involved in supporting a child should understand and meet their needs.</p>	<p>Develop action plan format which is clear for practitioners to know what our role is in supporting a child following a child's plan meeting. An effective action plan will evidence this as well as actions implemented.</p>
--	---	---	---

Improvement priority 2: *Providing an environment outside and inside that offers challenge to learners and secures progress.*

Q.1 2.2 Curriculum

Outcomes:	Actions/Interventions/Approaches:	Impact:	Next steps:
<p>Rationale and Design Provision in the setting reflects our play pedagogy and a shared rationale for curriculum design.</p> <p>Children make very good progress in all aspects of their learning and development because they are challenged.</p> <p>Learning and Development Pathways Approaches to planning are effective in being responsive and flexible in securing children’s progress.</p> <p>Pedagogy and Play Rich and relevant experiences are provided to enhance play and allow children to practice skills, explore the world around them and develop knowledge and understanding.</p> <p>Skills for Life and Learning Children are supported to develop skills for life and to gain a sense of achievement and understanding of their success.</p>	<p>A curriculum rationale was developed by the team, reviewed and shared with parents.</p> <p>Learning journeys were used to assess children’s progress alongside practitioner knowledge of the child.</p> <p>Planning was adapted to reflect how the nursery have adapted responsively to the release of national guidance: Realising the Ambition, Being Me. This was part of a planned learning experience offered within the session to all children as an ‘opt-in’.</p> <p>Planning reflected observations recorded in learning stories and peedie notes as well as general observations of play across the nursery.</p> <p>Practitioners identified PLODS (possible lines of development) when making observations of children and added this to the planning.</p> <p>Self-evaluation was undertaken using Realising the Ambition section on literacy and numeracy.</p>	<p>There was a shared understanding in the team of what we are about and what we hope to offer children in the nursery in terms of experiences.</p> <p>Parents and carers were able to become familiar with the setting’s play pedagogy and how we support young children to learn. (Curriculum Rationale, Seesaw Post)</p> <p>The majority of children made very good progress in all aspects of their learning. (Tracking Data, Folders- Peedie Notes, Learning Stories)</p> <p>Implementing PLODs identified meant that the environment was suitable for the learning needs and stage of development for individual children (Planning, Peedie Notes and Learning Stories, PLODS).</p> <p>The new planning format prompted staff members to consider what the children’s actions, emotions and words were telling them about their needs. It took into account the children’s views on their spaces, interactions and experiences to help practitioners to take their learning forward whilst following</p>	<p>Review our curriculum rationale to ensure that it continues to be reflected in our provision, streamline the text so that it is more concise as part of a wider improvement priority for 22-23.</p> <p>Monitor learning journeys to assess progress in all areas of development as part of ongoing quality assurance and tracking processes. Evidence for this will be the tracking data and monitoring forms.</p> <p>Seek parent feedback on our curriculum rationale and how we support their child to learn as part of our improvement plan for 22-23.</p> <p>Share evidence such as photos or videos to demonstrate the curriculum rationale in action in the setting to support parent’s understanding of how young children are supported to learn and develop as part of our improvement plan in 22-23.</p> <p>Ensure that there is enough evidence in learning folders to help practitioners to make judgements on a child’s progress in all areas of learning. This will be</p>

	<p>An audit was carried out on the different play areas to assess the possible skill development in each space. Children were consulted about their environment.</p> <p>Staff held a team meeting and self-evaluation session on consulting meaningfully with young children.</p> <p>Parent chats were offered in November on the phone and in May in person. A minority of parents attended or signed up for the parent chats.</p> <p>Learning journeys were sent home in November and parent feedback sought. Very little feedback was offered but the feedback that was given was all positive.</p>	<p>their interests. It also required the planned experiences to be purposeful. (practitioner feedback, planning sheet)</p> <p>Engagement in group time planned experiences were high and the majority of children opted to take part throughout the session when these were on offer. Meanwhile, the shorter 'check-in' offered in the morning was more successful for key groups and participation/focus was higher as it was a shorter time to expect the children to be able to sit in their group spaces. Almost all children took part in the 'check-in' time successfully (observations, practitioner feedback, participation)</p> <p>Self-evaluation on literacy and numeracy opportunities within the setting using RTA resulted in identifying areas for development and recognising how we are supporting the children currently. (2 stars and a wish results).</p> <p>The audit of spaces using the play area cards (with a focus on skills developed in each area) led to identification of gaps in provision and we used this information to create a plan for each space audited. Enhancement to each area was implemented and this resulted in more opportunity for skills development, deeper involvement and higher wellbeing levels. (Leuven scales of</p>	<p>evidenced in peedie notes and learning stories trackers.</p> <p>Most children to make very good progress in all areas of learning and development as part of the improvement plan for 22-23.</p> <p>Evidence of PLODs being carried out and impact on learning and development evident in learning folders to show progression. This will be part of the improvement plan for 22-23.</p> <p>The planning format will be reviewed against key group journals (floorbooks) to support small group time planning as part of the improvement plan for next year.</p> <p>Key workers will plan and deliver at least 3 small group activities weekly with at least one numeracy focus and one literacy focus activity each week evidenced in their planning to ensure challenge, breadth and depth of learning. (Improvement Plan 22-23)</p> <p>Group sizes will be smaller next year, to try to support small group activities. This will be evidenced in planning and children's engagement levels within group times. (Part of improvement plan 22-23)/</p> <p>Revisit RTA section and implement PLODs identified to enhance numeracy</p>
--	--	--	---

		<p>involvement and wellbeing data, observations).</p> <p>As a result of the self-evaluation on consulting with young children, we identified several areas that we could improve on in this. (Self-evaluation book)</p> <p>We implemented assessment of wellbeing and involvement using the Leuven scales and had a team training around using these, enabling us to assess levels of engagement. (Leuven charts and data in self-evaluation book)</p> <p>We identified that we could use children's progress and development in our tracking processes to assess whether our practice and provision were of good quality. (Tracking data)</p> <p>We identified that staff photos of children using the spaces as well as children taking their own photos of their favourite things in nursery would help us to assess our environment. (Self-evaluation, staff photos)</p> <p>We introduced visuals to support understanding when consulting children which meant that we were able to be inclusive. We interviewed children in small groups so that we were able to capture children's views and record them to help us in our planning for</p>	<p>and literacy provision in the nursery. This will be part of the improvement plan.</p> <p>Assign lead roles within the staff team for literacy and numeracy to ensure that these opportunities are within all areas. This will be part of the improvement plan for next year.</p> <p>Plan for reflections as a team on loose parts play and how this can offer challenge and opportunities for curiosity and creativity through open-ended experiences. This will be part of the improvement plan and will be evidenced in our self-evaluation book and team meeting records.</p> <p>Explore schematic play as a team, creating informational displays to support practice in the nursery and parents understanding. Use photos of the children undertaking these types of play. This will be evidenced in displays and team meeting records and will be part of our improvement plan.</p> <p>Develop an interest table or area to provoke and inspire children based on interests or current events in their community/environment/culture to support building knowledge and understanding of the world. This will be part of the improvement plan and will be evidenced in the children's learning observations.</p>
--	--	--	--

		<p>improvement. (Self-evaluation book, emotion stones)</p> <p>Holding parent chats and sharing learning folders with parents led to closer partnership working in supporting children's learning and development. (Parent chat sheets, feedback sheets in folders)</p>	<p>Display Leuven scales on the planning board to prompt practitioners to consider levels of engagement in their areas. This is part of the improvement plan and will be evidenced in increasing levels of engagement.</p> <p>Continue to use the Leuven scales to assess and monitor levels of involvement and wellbeing in the setting as a measure of quality of environment. This will be part of the improvement plan next year.</p> <p>Continue to seek for most children to be making very good progress in all areas of development within the tracking and monitoring data (Improvement Plan- 22-23).</p> <p>Use children's photos and comments to support consultation with them around the practice and provision in the setting and record this as part of self-evaluation. This will be part of our improvement plan 22-23.</p> <p>Continue to consult with children in a meaningful way about practice and provision ensuring all are included. This is part of ongoing practice in the nursery. This will be evidenced in displays and within the self-evaluation book.</p>
--	--	--	--

			<p>Continue to offer parent chats twice-yearly and to share children's learning folders, highlighting the feedback request to encourage better uptake. Have a themed open evening during the parent chats to encourage more parents to attend and promote family learning. This will be part of the improvement plan for next year and will be evidenced in higher attendance rates at parent chats.</p> <p>Key groups to use floorbooks to evaluate their spaces and document children's thoughts and ideas for developing these to reflect their interests. This will be part of the improvement plan and will be evidenced in the floorbooks.</p> <p>Team refresher training on floorbooks and consulting with children as part of the improvement plan.</p> <p>Learning journeys accessible to children and visible at pick-up time along with a sign to encourage parents to take them home to look at them with their child for a few days. Learning journeys sent home in November and May next year as part of the improvement plan. Evidence will be increased feedback from parents.</p> <p>Roles for children to be developed to provide opportunities for responsibility for looking after our environment- outside and inside Children offered the chance to take part in experiencing</p>
--	--	--	---

			different roles throughout their time at nursery as part of next year's improvement plan.
--	--	--	---

Improvement priority 3: *Devising visions, values and aims specific to the ELC Setting. Supporting staff in developing their own interests and taking responsibility for areas of development within the setting, supported by senior management.*

Outcomes:	Actions/Interventions/Approaches:	Impact:	Next steps:
<p>Developing a shared vision, values and aims relevant to the ELC and its community.</p> <p>SELC has a Vision, Values and Aims which have been created in conjunction with all stakeholders: Parents, Children and Staff</p> <p>Strategic planning for continuous improvement.</p> <p>Staff are given the opportunity to follow their own interests, developing areas which they feel passionate about and have particular interest in developing.</p>	<p>We developed a vision, values and aims through gathering ideas from parents, children and staff using a variety of methods.</p> <p>Staff were asked what they felt that children, parents and staff deserve in an Early Learning and Childcare setting and their ideas were noted.</p> <p>Staff members held discussions with children in order to find out where they enjoyed to play in the nursery and also what their views on what the adults role was in the setting. Their thoughts and ideas were taken note of and used to develop the Vision for the setting.</p> <p>Parents were consulted in the process in that the notes from the initial staff meeting were shared via a letter sent home and also at the parent chat open evening in May 2022. Parents were asked to vote for which statements they agreed with whilst also having the opportunity to add their own thoughts and ideas to the project.</p> <p>Parents were asked to send us their hopes and wishes for their child at nursery in February 2022 and these were added to</p>	<p>The staff felt listened to and that their thoughts and ideas were respected. They also felt included in the team as they played an active role in the review of our VVA, therefore supporting the setting to drive forward in the direction we aspire to go.</p> <p>The children felt valued and listened to.</p> <p>Parents felt that they had the opportunity to contribute to the vision of the setting.</p> <p>Staff have had the opportunity to consider which areas they are interested in to develop further.</p>	<p>Share the vision, values and aims in creative ways with the children and parents using photos, activities and small group discussions. This will be part of ongoing practice, revisiting our values as a setting when we are practicing. This will be evidenced in planning, seesaw posts and displays.</p> <p>Draw up clear roles for staff and support in developing areas of the nursery. Discuss as a team and develop systems to make this manageable. This will be part of our improvement plan in 2022-23.</p>

	<p>our family tree. The hopes were also used to develop our vision.</p> <p>A draft version of the VVA for the setting was developed using the information gathered from children, parents and staff. This was later shared with the staff team during a meeting in June 2022. This gave staff the opportunity to voice their opinions on what had been drafted, and provide any suggestions of their own thoughts and ideas before it was finalised.</p> <p>Our new VVA have been shared with families through seesaw. The VVA has also been incorporated into the welcome book.</p> <p>The VVA has been shared with the school community as well and welcomed feedback on this.</p> <p>Discussions with staff have been held over roles for leadership in learning next year regarding literacy, numeracy, key group leading and outdoor development.</p>		
--	--	--	--

Self-evaluation Quality Indicators and Standards.

<p><u>How good is our early learning and childcare? (HGIOELC?):</u></p> <p>Leadership & Management:</p> <p>1.1 Self-evaluation for self-improvement. 1.2 Leadership of learning. 1.3 Leadership of change. 1.4 Leadership and management of practitioners. 1.5 Management of resources to promote equity.</p> <p>Learning Provision:</p> <p>2.1 Safeguarding and child protection. 2.2 Curriculum. 2.3 Learning, teaching and assessment. 2.4 Personalised support. 2.5 Family learning. 2.6 Transitions. 2.7 Partnerships.</p> <p>Successes and achievements:</p> <p>3.1 Ensuring wellbeing, equality and inclusion. 3.2 Securing children’s progress. 3.3 Developing creativity and skills for life and learning.</p>	<p><u>Health & Social Care Standards:</u></p> <p>1. I experience high quality care and support that is right for me. 2. I am fully involved in all decisions about my care and support. 3. I have confidence in the people who support and care for me. 4. I have confidence in the organisation providing my care and support. 5. I experience a high-quality environment if the organisation provides the premises.</p>	<p><u>Care Inspectorate Quality Framework:</u></p> <p>Care and learning:</p> <p>1.1 Nurturing care and support. 1.2 Children are safe and protected. 1.3 Play and learning. 1.4 Family engagement. 1.5 Effective transitions.</p> <p>Setting:</p> <p>2.1 Quality of the setting for play and learning. 2.2 Children experience high quality facilities.</p> <p>Leadership:</p> <p>3.1 Quality assurance and improvement are led well. 3.2 Leadership of play and learning. 3.3 Leadership and management of staff and resources.</p> <p>Staff team:</p> <p>4.1 Staff skills, knowledge, and values. 4.2 Staff recruitment. 4.3 Staff deployment.</p>
---	--	---

HGIOELC six-point scale:			Language of evaluation:	
6.	Excellent.	Outstanding and sector leading.	All.	100%
5.	Very good.	Major strengths.	Almost All.	91% - 99%
4.	Good.	Important strengths, aspects require improvement.	Most.	75% - 90%
3.	Satisfactory.	Strengths just outweigh weaknesses, action required.	Majority.	50% - 74%
2.	Weak.	Important weaknesses, requires prompt action.	Minority Less than half.	15% - 49%
1.	Unsatisfactory.	Major weaknesses requiring immediate remedial action.	A few.	> 15%

Self-evaluation.

Quality Indicator:	Evaluation: HGIOELC six-point scale.	Evidence:
1.3: Leadership of Change.	4	Children, families and practitioners were all involved in the creation of our ambitious vision, values and aims of the setting and we have plans in place to further share this with all stakeholders (Evidence in Self-Evaluation Book)
2.3: Learning, Teaching & Assessment.	4	Tracking and monitoring information, Learning Folders, Self-Evaluation, Audits of Environment, Implementation of development of spaces, Planning.
3.1: Ensuring Wellbeing, Equity and Inclusion.	4	Personal Plans, Staged Intervention, Staff Training (Down's Syndrome Scotland, Makaton), Child's Plan Reviews
3.2: Securing Children's Progress.	4	Tracking and monitoring, Audits of Provision, Parent Chat sheets, Group Planning, Individual Planning

Most recent Care Inspectorate quality grades. Date of grades being awarded: 5 th September 2019	
Quality Care Standards:	Evaluation : CI six-point scale.
1.1: Nurturing care and support.	5
1.3: Play and learning.	Not assessed
3.1: Quality assurance and improvement are led well.	Not assessed
4.1: Staff skills, knowledge and values.	5

Care Inspectorate six-point scale:		
6	Excellent.	Outstanding or sector leading.
5	Very Good.	Major strengths.
4	Good.	Important strengths, with some areas for improvement.
3	Adequate.	Strengths just outweigh weakness.
2	Weak.	Important weakness – priority action required.
1	Unsatisfactory.	Major weakness – urgent remedial action required.

Collaboration and Consultation with our Stakeholders in Session 2021-22:

Who?	When?	How?	What? ScIP:	What did we find out? <i>(bullet points on key themes).</i>
Staff:	July 2022	Support and Supervision	Priority 2 (QI 2.2)	<ul style="list-style-type: none"> Staff felt that staffing challenges had been difficult to deal with this year. Staff wanted to increase observations made of children's learning to help them to make judgements about children's learning. Staff felt that they wanted to develop a floorbook approach to project work and planning with children to enhance learning and child involvement in learning.
Learners:	May 2022	Small group discussions	Priority 3 (QI 1.3)	<ul style="list-style-type: none"> We asked the children about their feelings at nursery, what the grown-ups do, what their favourite things are at nursery and how we can make nursery better.
Parent and carers:	February 2022 May 2022	Survey Voting	Key Question 5 Priority 3 (QI 1.3)	<ul style="list-style-type: none"> Almost all parents felt our drop-off and pick-up system was very good or good. All parents felt safe in during these times. All parents felt that the communication between nursery and home was good or very good. All parents felt that the nursery had good or very good performance in ensuring the prevention and spread of infection (Covid-19). We got feedback on drop-off and pick-up time changes supporting our proposal. A minority of parents reported that they wanted more communication about their child's learning at nursery. Most comments were positive about the nursery. Parents voted on which practitioner statements (children deserve, staff deserve, parents deserve) they most agreed with and they were asked to provide their hopes for their child at nursery and suggestions for improvements for 22-23 at an open evening and also through a letter sent home to try and increase engagement with this. One improvement to make use of the natural spaces around us for outdoor learning was suggested.
Community and other stakeholders:	June 2022 (School- Head Teacher)	Feedback request	Priority 3 (QI 1.3)	<ul style="list-style-type: none"> Positive feedback was given about our vision, values and aims with a suggestion to streamline values into single key words to make it clearer.

Summary of progress for 2021-22.

Progress									
Key question 1: Is the child meeting developmental milestones for their age?									
	Meeting expected milestones.			Not quite meeting expected milestones.			Child is not meeting expected milestones.		
Language and Literacy:	L&T 85%	R 77%	W 85%	L&T 15%	R 15%	W 8%	L&T	R 8%	W 8%
Mathematical development:	77%			15%					
Wellbeing:	69%			27%					
Key question 2: Is the child making very good progress?									
	Needs are well met through universal provision.			Making progress within universal provision and may need extra support or may need further challenge through next steps and differentiated group planning.			Not making good progress and may require support from a wider team as well as careful planning within nursery to ensure maximum progress.		
Language and Literacy:	L&T 85%	R 77%	W 77%	L&T 15%	R 23%	W 15%	L&T	R	W 8%
Mathematical development:	77%			15%					
Wellbeing:	77%						23%		
General statement:	<p>Percentages of 13 children moving up to Primary 1.</p> <p>Most children are meeting expected milestones for literacy, numeracy with the majority meeting milestones for wellbeing.</p> <p>Most children are making very good progress in literacy, numeracy and wellbeing.</p> <p>The children that are not making progress have support plans in place working with a wider team to ensure maximum progress.</p>								

Care Experienced Children and Young People (CECYP):

There are no CECYP in the setting.

ELC Improvement Plan 2022-23.

Summary of key improvement priorities for 2022-23:

Priority 1:	Providing a high-quality environment outside and inside that offers challenge to learners and secures progress. Q.I. 2.1 Quality of the Setting for Care, Play and Learning (CI Quality Framework)
Priority 2:	Children are empowered to be fully involved in their play and learning through the skilled interactions and actions of staff. Q.I. 1.3 Play and Learning (C I Quality Framework)
Priority 3:	Children are nurtured and supported throughout their daily experience. Q.I. 1.1 Nurturing Care and Support (CI Quality Framework)

How will we know if we are achieving our key improvement priorities?

We will measure and evaluate the progress we are making to achieve the key outcomes identified in this plan. We do this using quality assurance activities that include:

- Review and progress discussed at staff meetings.
- Surveys (learners and parent/carer).
- Learning and teaching observations.
- Data analysis (Tracking and Monitoring Data)
- Self-evaluation using HGIOELCC, Care Inspectorate Framework & Health & Social Care Standards
- Leuven involvement and wellbeing scales.
- Reciprocal Feedback
- Monitoring Learning Folders, Key Group Journals and Floorbooks
-

Improvement priority 1: Providing a high-quality environment outside and inside that offers challenge to learners and secures progress.

Data/evidence that informs this priority:

Evaluation of our progress against priority 2 in 2021-22 identified important next steps to continue on the journey of ensuring challenge and progress for our learners through a high-quality environment. We decided to continue with the priority in 22-23 as staffing challenges were a barrier to completing desired objectives in 21-22.

HGIOELC QIs: 2.2 Curriculum

Care Inspectorate Quality Framework: 2.1 Quality of the setting for care, play and learning

Health and Social Care Standards:

- 1.25 I can choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities every day, both indoors and outdoors.
- 1.32 As a child, I play outdoors every day and regularly explore a natural environment.
- 2.24 I make informed choices and decisions about the risks I take in my daily life and am encouraged to take positive risks which enhance the quality of my life.
- 2.27 As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity.
- 5.18 The premises have been adapted, equipped and furnished to meet my needs and wishes.
- 5.19 My environment is secure and safe.
- 5.20 My environment is relaxed, welcoming, peaceful and free from avoidable and intrusive noises and smells.
- 5.21 My environment has plenty of natural light and fresh air, and the lighting, ventilation and heating can be adjusted to meet my needs and wishes.
- 5.22 I have enough physical space to meet my needs and wishes.
- 5.23 I am able to access a range of good quality equipment and furnishings to meet my needs,wishes and choices.
- 5.24 I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment

Outcomes for learners:	Actions/Approaches/Interventions:	Measures:	Impact:
<p>We want our curriculum rationale to be reflected in our provision to support a shared understanding of how children learn at Stromness Nursery for practitioners, parents and carers by end of Term 1.</p> <p>We want clear evidence of progression and a breadth of learning in the children’s learning folders to</p>	<p>Review and streamline curriculum rationale, sharing with all stakeholders using creative ways to engage parents and carers.</p> <p>A clear and robust system will be put in place to track and monitor the quality and quantity of observations</p>	<p>Awareness and understanding of the pedagogy at Stromness Nursery will increase for stakeholders.</p> <p>Number of observations will be maintained throughout the year and the children’s folders will better</p>	

<p>support meaningful tracking and monitoring which leads to the right judgements made about a child's need for support and challenge by November 2022.</p> <p>We will have a well-resourced environment inside and outside that inspires play and learning challenges based on the children's needs and interests by end of Term 1.</p> <p>Children will be more involved in shaping spaces and experiences offered in our setting by end of Term 1.</p>	<p>recorded about children's learning and development.</p> <p>Training on observing and recording learning for the staff team.</p> <p>A new planning format and deployment of staff will enable all areas of the nursery to be monitored and audited to assess engagement levels, interests and need for development to extend possible learning experiences for the children.</p> <p>The nursery team will use audits based on national guidance to support rich literacy and numeracy spaces inside and outside.</p> <p>Developments will be communicated with parents and carers and they will be invited to be involved and/or give feedback.</p> <p>Guidance on loose parts and schematic play will be used for self-evaluation on how our environment supports these features of play.</p> <p>A mosaic approach will be used to consult with children about their experiences and environment in an inclusive way including a floorbook approach to document this.</p> <p>Roles for children to be developed to provide opportunities for responsibility</p>	<p>represent the learning taking place including outdoor learning.</p> <p>All practitioners feel confident in recording and documenting learning.</p> <p>Successful tracking and monitoring sessions using folders as evidence.</p> <p>Most children will make very good progress in all areas of development.</p> <p>Higher engagement levels and increase in learning observations demonstrating skill development through play.</p> <p>Reciprocal feedback will evidence areas of strength in the environment and identify areas for development agreed by the team.</p> <p>Understanding around the benefits of loose parts and schematic play opportunities will increase.</p> <p>Parent survey and feedback will evidence parent's thoughts and feelings about their child's progress and learning at nursery.</p> <p>Evidence of consulting children will include children's photos, their work and comments/marks in floorbooks, displays and spaces.</p> <p>Project work will be ongoing in the setting.</p>	
---	--	---	--

	<p>for looking after our environment- outside and inside Children offered the chance to take part in experiencing different roles throughout their time at nursery.</p>	<p>Children have opportunities to learn about sustainability and caring for their natural environment.</p> <p>Children's independence skills grow as they have the chance to take on responsibility for looking after spaces in the nursery and as part of routines.</p>	
--	---	--	--

Improvement priority 2: Children are empowered to be fully involved in their play and learning through the skilled interactions and actions of staff.

Data/evidence that informs this priority:

Self-evaluation on the pattern of the day and identified gaps in documentation of learning have led us to want to prioritise a focus on our small group time planning.

HGIOELC QIs: 2.3 Learning, teaching and assessment

Care Inspectorate Quality Framework: Q.I. 1.3 Play and Learning

Health and Social Care Standards:

- 1.27 I am supported to achieve my potential in education and employment if this is right for me.
- 2.27 As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable to my age and stage, which stimulate my natural curiosity, learning and creativity.
- 3.13 I am treated as an individual by people who respect my needs, choices and wishes, and anyone making a decision about my future care and support knows me.

Outcomes for learners:	Actions/Approaches/Interventions:	Measures:	Impact:
<p>Children are confident to lead their learning, facilitated by a balance of planned experiences and spontaneous activities in an enabling environment that develops their language, literacy and numeracy skills. By end of term 1.</p> <p>Planning reflects children’s interests, ideas, needs and life experiences. By end of term 1.</p> <p>Children’s wider communities are involved in their learning experiences so that they feel belonging and connection with the community in which they live. By end of term 2.</p>	<p>Planning is reviewed as a team to ensure that it involves children in their learning in a meaningful way and that it facilitates coverage of literacy and numeracy opportunities.</p> <p>Key workers will create resources to form a ‘key group box’ to support check-in times.</p> <p>A range of quality assurance activities will support review of the effectiveness of planning and impact of small group activities in meeting children’s learning needs and following interests.</p> <p>Parents and carers will be informed of key group planning and learning through</p>	<p>Children’s engagement levels in group time will increase and be maintained.</p> <p>Evidence of a minimum of 3 small group time activities in key group planning per week including a literacy and numeracy focus.</p> <p>Children’s work, mark-making and quotes will be evident in planning documentation to reflect their involvement and leadership in their own learning.</p> <p>Key group journal monitoring forms will evidence meeting success criteria for effective planning and documenting.</p>	

<p>Staff are knowledgeable about the importance of quality interactions that support children’s wellbeing and learning. By end of term 1.</p> <p>Children experience warmth, caring and nurturing relationships with staff that promote quality interactions. By end of term 1.</p> <p>Quality interactions facilitate increased engagement in learning offering challenge, breadth and depth to our learners. By end of term 1.</p>	<p>writing the group time focus on the key group board to be seen at pick up and having the key group journal available to look at as well as seesaw posts for parents who aren’t able to come in to the nursery regularly.</p> <p>Practitioners will identify opportunities for engagement in our local community to enhance learning experiences linked to the planning.</p> <p>Team meeting with focus on attachment, trauma informed practice and developing nurturing and positive relationships with children.</p> <p>Interactions will be a focus for reciprocal feedback.</p>	<p>Progression is evident in the planning showing how the process is extending children’s learning.</p> <p>The nursery team will be able to identify strengths and areas for development within its facilitation of small group time activities.</p> <p>Children’s individual needs are met within the group time plans.</p> <p>Parents will feel informed about their child’s learning and their involvement in leading their own learning at nursery.</p> <p>Engagement with local community will be evidenced in the planning.</p> <p>Practitioners will be further aware of the impact of their interactions and relationships with children and how this can support wellbeing, leading to deeper learning opportunities.</p>	
--	---	--	--

Improvement priority 3: Children are nurtured and supported to have positive meal and snack times that encourage healthy choices.

Data/evidence that informs this priority: Lunchtime was an area identified for development following self-evaluation as a team. We also have identified that children would benefit from having more of a role in planning and preparing their own snacks. We have identified the need to promote healthy eating in the nursery and sharing information with parents and carers.

HGIOELC QIs: 3.1 Ensuring wellbeing, equality and inclusion.

Care Inspectorate Quality Framework: 1.1 Nurturing Care and Support (CI Quality Framework)

Health and Social Care Standards:

- 1.14 My future care and support needs are anticipated as part of my assessment.
- 1.15 My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.
- 1.19 My care and support meets my needs and is right for me.
- 1.23 My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected.
- 2.15 I am enabled to resolve conflict, agree rules and build positive relationships with other people as much as I can.
- 2.17 I am fully involved in developing and reviewing my personal plan, which is always available to me.
- 3.5 As a child or young person, I am helped to develop a positive view of myself and to form and sustain trusting and secure relationships.
- 3.6 I feel at ease because I am greeted warmly by people and they introduce themselves.
- 3.10 As a child or young person I feel valued, loved and secure.

Outcomes for learners:	Actions/Approaches/Interventions:	Measures:	Impact:
<p>Children are fully involved in the planning and preparation of snack. By end of August 2022.</p>	<p>Develop a snack helper rota.</p> <p>Children will be involved in planning the fruit and vegetable order for snack.</p> <p>Children will be encouraged to be independent in pouring their own drinks (milk or water), setting the table and clearing away.</p> <p>Water will be clearly accessible at all times for children.</p>	<p>We will have records- photos, quotes and observations of children planning and preparing snack in the nursery.</p> <p>Children will be more independent in accessing drinks in the nursery. Pouring skills will be further developed.</p> <p>Lunchtimes will be more relaxed and there will be more practitioner</p>	

<p>Children experience relaxed and positive mealtimes that promote social interaction. By end of August 2022.</p> <p>Healthy eating choices are promoted in nursery and also shared with families to support good nutrition for all children. By end of term 1.</p> <p>Systems will be in place to ensure all health and safety measures are being adhered to in the preparation and serving of snack and lunch. By end of term 1.</p>	<p>We will trial all having lunch in the nursery together.</p> <p>Practitioners will station themselves at each table and encourage healthy eating and positive, caring interactions.</p> <p>A healthy eating nursery policy will be developed following current national guidance to ensure there are consistent approaches from staff and that good practice is shared with parents and carers at home.</p> <p>An open evening will be held inviting parents and carers along with other professionals who are involved in promoting healthy eating- dietician, childsmile, health visitors etc.</p> <p>Children will have access to discover and explore different healthy foods in creative ways to encourage them to try new textures and flavours.</p> <p>The nursery garden will be developed to include more opportunities to grow fruit and vegetables to use in the nursery for snack.</p>	<p>support ensuring that these are calm and relaxed.</p> <p>Consistent approaches from staff in encouraging healthy eating at mealtimes.</p> <p>The packed lunches that are provided will meet current nutritional standards for children and parents will not provide juice or extra snacks for their children.</p> <p>Parents and carers will be aware of the policy and expectations around healthy eating at nursery.</p> <p>Observations of children will record them trying new healthy foods.</p> <p>Observations of children and documentation of learning will record growing a wider variety of fruit and vegetables in the nursery garden.</p> <p>Staff will be confident in what types of food may present a risk of choking and be confident in how to respond if a child chokes.</p> <p>Food hygiene procedures will reflect the nursery team following all</p>	
--	--	---	--

	<p>Welcome book will be updated with policy and guidance on packed lunches.</p> <p>Guidance on choking will be reviewed by staff.</p> <p>Food hygiene measures will be reviewed in nursery kitchen and updated procedures displayed.</p>	<p>required measures to ensure the kitchen is a safe preparation and serving area for snack.</p>	
--	--	--	--