




**Stromness Nursery**  
**Standards and Quality Report 2023-24**  
**and**  
**Nursery Improvement Plan 2024-25**



## Contents

National and Orkney Islands Council (OIC) Local Priorities .....	3
Standards and Quality Report 2023-24.....	4
ELC IMPROVEMENT PRIORITY 1: .....	5
ELC IMPROVEMENT PRIORITY 2: .....	7
ELC IMPROVEMENT PRIORITY 3: .....	9
Self-evaluation using HGIOELC.....	11
Summary of ELC progress for 2023-24: .....	13
Care Experienced Children and Young People (CECYP):.....	14
Early Learning and Childcare Improvement Plans 2024-25.....	15
ELC IMPROVEMENT PRIORITY 1: .....	15
ELC IMPROVEMENT PRIORITY 2: .....	16
ELC IMPROVEMENT PRIORITY 3: .....	18
Care Experienced Children and Young People (CECYP):.....	21

## National and Orkney Islands Council (OIC) Local Priorities

<p><b>The Scottish Government’s vision for education in Scotland:</b></p> <ul style="list-style-type: none"> <li>• Excellence through raising attainment and improving outcomes.</li> <li>• Achieving equity.</li> </ul> <p><a href="#">Key priorities of the National Improvement Framework:</a></p> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education.</li> <li>• Improvement in children and young people’s health and wellbeing.</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people.</li> <li>• Improvement in skills and sustained, positive school-leaver destinations for all young people.</li> <li>• Improvement in attainment, particularly in literacy and numeracy.</li> </ul>	<p><b>NIF drivers of improvement in the outcomes achieved by children and young people are:</b></p> <ul style="list-style-type: none"> <li>• School and ELC leadership.</li> <li>• Teacher and practitioner professionalism.</li> <li>• Parent/carer involvement and engagement.</li> <li>• Curriculum and assessment.</li> <li>• School and ELC improvement.</li> <li>• Performance information.</li> </ul> 	<p><b>Scottish Attainment Challenge (SAC):</b>  <a href="#">Scottish Attainment Challenge: framework for recovery and accelerating progress.</a>  <a href="#">Scottish Attainment Challenge Logic Model</a> – Tackling the Poverty-Related Attainment Gap – Our Theory of Change.</p> <p><b>SAC Organisers:</b></p> <ul style="list-style-type: none"> <li>• Learning and teaching.</li> <li>• Leadership.</li> <li>• Families and communities.</li> </ul>
<p><b>OIC National Improvement Framework Plan.</b></p> <p>3 main themes:</p> <ul style="list-style-type: none"> <li>• Health and wellbeing.</li> <li>• Learning and teaching.</li> <li>• Self-evaluation.</li> </ul>	<p><b>OIC Children’s Services Plan.</b></p> <p>Priorities for 2021-23:</p> <ul style="list-style-type: none"> <li>• Mental health and wellbeing.</li> <li>• Overcoming disadvantage.</li> <li>• Care and protection.</li> <li>• Equality and empowerment.</li> <li>• Options and opportunities.</li> </ul>	<p><b>OIC Community Plan</b></p> <p>4 priorities:</p> <ul style="list-style-type: none"> <li>• Connectivity.</li> <li>• Sustainable recovery.</li> <li>• Community wellbeing.</li> <li>• Partnership workforce development and planning.</li> </ul>

## Standards and Quality Report 2023-24.

### The context of the setting:

<p><b>Vision:</b> “Nurtured to grow, learn and develop together”</p>	<p><b>Values:</b></p> <ul style="list-style-type: none"><li>• Everyone is listened to, valued and respected as an individual.</li><li>• Practitioners work in partnership with each other and parents and build positive relationships based on trust and effective communication.</li><li>• We support and encourage each other with our learning and development so that we can thrive and reach our full potential.</li><li>• We create an environment where people feel happy, safe and secure.</li><li>• 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.</li><li>• We support making new friendships and connections whilst valuing existing connections from home.</li><li>• We build each other’s confidence.</li><li>• Our nursery environment is inclusive of all and reflects this.</li></ul>
<p><b>Aims:</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li></ul>	<p><b>Curriculum Rationale:</b></p> <p><u>Our early learning and childcare curriculum should enable each child to:</u></p> <p>Be nurtured by a friendly and sensitive team of practitioners who value them and their families as partners in their learning and development journey at nursery.</p> <p>Have their individual needs and interests at the heart of inclusive experiences, interactions and spaces offered including a balance of child-led</p>

<ul style="list-style-type: none"> <li>• We want families to be able to tell us what they think about our service and be part of our setting improvement journey.</li> <li>• 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.</li> <li>• We will meet children’s individual needs through careful observation, planning and partnership working with parents and other agencies where appropriate.</li> <li>• We want practitioners to have access to training and support so that they can feel their best for the children.</li> <li>• We want our spaces to offer comfort and opportunities to rest and relax.</li> <li>• We want our meal and snack times to be enjoyable and relaxed where healthy eating and independence skills are promoted.</li> </ul> <p>To have a language rich environment that promotes the development of language and communication for all.</p>	<p>and adult-led activities that are underpinned by Realising the Ambition and Curriculum for Excellence principles.</p> <p>Have free access to quality outdoor spaces, supporting physical development.</p> <p>Feel belonging in their community through exploring extended school boundaries including the local care home.</p> <p>Have freedom of choice of open-ended resources and materials in the spaces to support creativity and curiosity.</p> <p>Be offered real life experiences linked to their learning and interests.</p> <p>Be encouraged to be as independent as possible in self-care, making choices as well as solving problems.</p>
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**How successful were our improvements – progress made with the priorities from our 2023-24 Setting Improvement Plan?**

**See floor book for ongoing evaluations**

**ELC IMPROVEMENT PRIORITY 1:**

**Improvement priority 1: Building on the success of an unhurried snack time and implementing self-serve lunchtimes following a slow pedagogy approach.**

**Data/evidence that informs this priority:**

In 2022-23, we began a journey of returning to self-serve snack following the relaxation of Covid 19 guidance for ELC settings, we also moved to having lunch all together in the nursery instead of being split between the hall and nursery. Having attended in service training featuring keynote

speaker, Alison Clark, who gave us an inspiration message around slow pedagogy and how this related to mealtimes, the team felt that this was a step that Stromness ELC would like to take to improve mealtimes for the children further. We had planned to implement this in February 2024, however, due to staff vacancies, we needed to wait until August 2023 to ensure that we had the resources required to fully support his change in a planned and well-managed way

**Overall evaluative statement:** Children are enjoying a relaxed, calm social experience where they are developing independence, communication and self-help skills.

HGIOELC QIs: 2.4, 2.6, 2.7, 3.1		Care Inspectorate Quality Framework: 1.1	
Outcomes for learners:	Actions/Approaches/Interventions:	Impact:	Next Steps:
<p>Children will be well supported by the nursery team to have positive mealtimes.</p> <p>Children will access a range of safe and healthy food options that cater to their specific needs.</p> <p>Families will be informed about their child’s lunchtime experience and involved in evaluating how well lunchtimes are going for their child.</p> <p>Children will be involved in sharing what matters to them at lunch times and will be at the heart of evaluating how lunchtimes are going.</p>	<p>Children will be well supported by the nursery team to have positive mealtimes.</p> <p>Children will have access a range of safe and healthy food options that cater to their specific needs.</p> <p>Families will be informed about their child’s lunchtime experience and involved in evaluating how well lunchtimes are going for their child.</p> <p>Children will be involved in sharing what matters to them at lunch times and will be at the heart of evaluating how lunchtimes are going.</p>	<p>Children are enjoying a relaxed, calm sociable experience. They independently self-serve and are tasting many different foods.</p> <p>They select their meal choice, however, there is always the main meal to taste. We gained parental feedback during parents’ appointments, and it was mentioned by several parents this is having a positive impact at home as children are eating a wider variety of foods.</p> <p>Children are developing a positive relationship with a variety of foods and almost all children are opting for the hot meal.</p> <p>Children told us they like sitting with their friends and choosing what they want to eat.</p>	<ul style="list-style-type: none"> <li>• When we have a full team, we would like to explore a rolling lunch. This would allow the children to have uninterrupted play.</li> <li>• Visit the Strynd who operate a rolling snack to observe practice!</li> <li>• Seek parental and children’s thoughts and views of a rolling snack.</li> </ul>

		(See floor book for our evaluations throughout the academic year)	

**ELC IMPROVEMENT PRIORITY 2:**

**Improvement priority 2: Our learning environment**

**Data/evidence that informs this priority:**

Due to a high level of additional needs of children in previous cohort the learning environment was adapted to meet their needs. It currently does not provide enough challenge for children to enhance and extend their learning in key areas of the curriculum.

**Overall evaluative statement:** Our nursery environment provides excitement, curiosity and challenge for children to learn and play together to reach their full potential.

<b>HGIOELC QIs: 2.2, 2.3</b>	<b>Care Inspectorate Quality Framework: 1.3, 2.2</b>
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<b>Outcomes for learners:</b>	<b>Actions/Approaches/Interventions:</b>	<b>Impact:</b>	<b>Next Steps:</b>
The nursery environment provides challenge for children of all ages and stages of development.	Carry out an audit of the learning environment indoors and practitioners will ensure they promote independence (for example, block area shadowing,	<ul style="list-style-type: none"> <li>Children have been deeply engaged in their play with a variety of schemes being explored.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to audit indoor areas</li> <li>Incorporate sewing (pop up)</li> <li>Continue to follow children’s interests in setting up</li> </ul>

<p>Children learn in an environment that encourages curiosity, imagination, and creativity.</p> <p>The learning environment is organised and resources to support learning and independence. We will learn about “continuous provision”.</p> <p>The provision of play opportunities available during</p>	<p>labelling, outlines for matching etc). As part of the planning discussions as a team we will discuss challenge within all aspects of our planning. Thinking about how experiences are differentiated to challenge at all stages of development.</p> <p>We will focus on children leading their own learning and how we foster curious learners. We will refer to Realising the ambition. Looking at spaces, interactions, and experiences</p> <p>We will ensure all play spaces are beautiful, inviting, stimulating, and provided challenge for all ages/stages of development.</p> <p>We will reorganise the learning environment to incorporate using the small room throughout the session. As part of this process, we will look at the practitioner’s role at the importance of the environment being presented attractively for each session to inspire the children’s learning.</p> <p>Manager will deliver training on “the importance of play” to increase the knowledge and understanding how young children learn through play.</p>	<ul style="list-style-type: none"> <li>• Introducing a variety of open ended resources provide children with more challenge in their play-(see self-evaluation floor book)</li> <li>• Children are “putting resources back to where they belong at the end of the day-labelling etc has supported this- children are very keen at the end of the day to find the missing resources (for example, the birds in the spring garden- showing respect and responsibility)</li> </ul> <p>Children/staff are taking pride in their environment and have it looking “beautiful and inviting”.</p> <p>Staff reflected on the importance of play- (see floor book for quotes)</p> <p>Loose parts/natural resources were added to outdoor kitchen- this has extended children’s play- mixing, making potions etc.</p> <p>Following children’s interest in birds- a parent built us bird feeders- children were looking after the birds in the winter months- learning about how we help them find food etc</p>	<p>provocations and invitations to play</p> <ul style="list-style-type: none"> <li>• Incorporate the outdoors within our 2024/25 improvement plan- parental engagement.</li> </ul>
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<p>“free flow” time allows for a breadth of the learning across areas of the curriculum.</p>	<p>Audit the outdoor environment-are children learning in a natural environment with loose parts and natural materials? What areas of the curriculum do we cover well and what could be improved? What types of play do we observe regularly and what would we like to extend to broaden the children’s experiences? Deepen practitioners’ knowledge that all areas of the curriculum can be assessed outdoors.</p>	<p>Children created a book nook- children are sitting looking at books in the outdoor environment!</p> <p>*****this will carry on into academic year 2024/25*****</p>	

**ELC IMPROVEMENT PRIORITY 3:**

**Improvement priority 3: : Links with the local community with be strengthened through intergenerational learning opportunities at the local care home**

**Data/evidence that informs this priority:**

At our parent chat evening in May, we asked parents to give us “two stars and a wish”. Many of the wishes involved more trips out and about and increased links with the community. Before 2020, the nursery team expressed an interest in beginning visits to the local care home, however, due to the pandemic, this had to be put on hld. Conversations have been starting with the care home and this now seems like a real possibility again.

**Overall evaluative statement:**

HGIOELC QIs: 2.2, 2.3, 2.6, 3.2, 3.3		Care Inspectorate Quality Framework: 1.3	
Outcomes for learners:	Actions/Approaches/Interventions:	Impact:	Next Steps:
<p>Children experience strong links with their local community.</p> <p>Children, practitioners, families and residents of the care home experience the benefits of inter-generational learning.</p> <p>By the end of this academic year (June 2024) relationships across generations will be stronger.</p>	<p>Practitioners will lead a project in partnership with care home staff involving visits to the local care home.</p> <p>We will gain feedback via a questionnaire and through discussion on how the experiences and interactions have benefited the care home residents and families. We will introduce a talking mat to discuss and capture what children's views were on their visit and if children are asking to continue to visit.</p> <p>Children and residents will be participants in the planning of the project.</p> <p>Families will be invited to join the visit as part of the stay and play scheme already established in the setting.</p> <p>Small groups of children will visit and there will be opportunities for all children</p>	<p>Very positive feedback from parents, who expressed their thoughts and views via a micro soft form. All parents said their children enjoyed the experience and spoke about it at home.</p> <p>Captured children's views via mosaic approach- all children enjoyed going to the care home and talked very positively about the residents</p> <p>Children have a better understanding of the residents needs and are very nurturing towards them. They appreciate they require help and companionship.</p>	<ul style="list-style-type: none"> <li>• Continue our visits</li> <li>• Continue to gain regular feedback from residents, staff, parents and children</li> <li>• Widen our experiences within the community, for example, make links with arts centre.</li> </ul>

	<p>to have an experience in the care home during the year</p>	<p>All children visited the care home for a block of visits, we also went as a whole nursery for singing and picnics.</p> <p>One resident would start to sing on our arrival, this is a powerful tool to conjure up memories and the staff informed us they were a music teacher.</p> <p>The children's parents came along and participate in games/singing. Parents commented, the children love going and spending time/playing games as a few do not have grandparents.</p>	

**Self-evaluation using HGIOELC.**

Quality Indicator:	Evaluation:	Evidence:
1.3 Leadership of Change	4 (Good)	<ul style="list-style-type: none"> <li>• Parent feedback sheets of changes</li> </ul>
2.3 Learning, Teaching and Assessment		<ul style="list-style-type: none"> <li>• Staff training on planning process/cycle</li> <li>• Learning folder moderation- learning folder feedback</li> <li>• Tracking and monitoring (x3 academic year)-feedback give to ensure any gaps in learning were planned for</li> <li>• Parents feedback sheets on learning folders/stay n play</li> </ul>

3.1 Ensuring Wellbeing, Equality and Inclusion	4 (Good)	<ul style="list-style-type: none"> <li>• Parental surveys/questionnaires</li> <li>• Staff self-evaluation of indicator</li> <li>• Staff appraisals, supervision, reviews of practice</li> <li>• Staff surveys</li> </ul>
3.2 Securing Children's Progress	4 (Good)	<ul style="list-style-type: none"> <li>• Child's plans, support plans for individual children</li> <li>• Learning folder moderation</li> <li>• Parental feedback-learning folders, stay n play, parents evening, questionnaires</li> <li>• Planning wall-responsive planning. Floor books- project planning/learning- see saw</li> </ul>

**Most recent Care Inspectorate quality grades (Date of grades being awarded: ):**

Quality Care Standards:	Evaluation: CI six-point scale.
1.1 How good is our care, play and learning?	5
2.2 How good is our setting?	Not assessed
3.1 How good is our leadership?	Not assessed
4.3 How good is our staff team?	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.

**Education Scotland six-point scale**

6	Excellent	Outstanding and sector leading
5	Very good	Major strengths
4	Good	Important strengths, aspects require improvement
3	Satisfactory	Strengths just outweigh weaknesses, action required

2	Weak	Important weaknesses, requires prompt action
1	Unsatisfactory	Major weaknesses requiring immediate remedial action

**Language of evaluation:**

All	100%
Almost All	91% - 99%
Most	75% - 90%
Majority	50% - 74%
Minority Less than Half	15% - 49%
A few	>15%

**Summary of ELC progress for 2023-24:**

**Key question 1:** Is the child meeting developmental milestones for their age?

	<b>Exceeding expected milestones.</b>	<b>Meeting expected milestones.</b>	<b>Not quite meeting expected milestones.</b>	<b>Child is not meeting expected milestones.</b>
<b>Language and Literacy – Listening and Talking:</b>	0%	78%	17%	5%
<b>Language and Literacy – Early Reading:</b>	0%	94.44%	5.55%	0%
<b>Language and Literacy – Early Writing:</b>	5.55%	94.44%	0%	0%
<b>Mathematical development:</b>	11.11%	88.88%	0%	0%
<b>Wellbeing:</b>		77.77%	22.22%	0%

**Key question 2:** Is the child making very good progress?

	<b>Needs are well met through universal provision.</b>	<b>Making progress within universal provision and may need extra support or may</b>	<b>Not making good progress and may require support from a wider team as well as careful</b>

		<b>need further challenge through next steps and differentiated group planning.</b>	<b>planning within nursery to ensure maximum progress.</b>
<b>Language and Literacy – Listening and Talking:</b>	89%	5.5%	5.5%
<b>Language and Literacy – Early Reading:</b>	100%		
<b>Language and Literacy – Early Writing:</b>	100%		
<b>Mathematical development:</b>	100%		
<b>Wellbeing:</b>	100%		

**General statement:**

**Care Experienced Children and Young People (CECYP):**

There are no CECYP in the nursery

## Early Learning and Childcare Improvement Plans 2024-25.

### ELC IMPROVEMENT PRIORITY 1:

Create Vision, values and aims

#### Data/evidence that informs this priority:

Due to a change in manager, high turnover in staff and a new cohort of children we are going to refresh our vision values and aims to reflect current staff, children and families' aspirations

NIF Key drivers: 3		HGIOELC or CI QIs: HGIOELC: 1.3 CI: 3.1	
Outcomes for learners:	Actions/Approaches/Interventions:	Measures:	Impact:
<p>To develop a shared vision for our setting to reflect current manager and staffs hope/desires for the nursery. All stakeholders will be involved of the creation to establish a shared vision reflecting the aspirations of all service users.</p> <p>We hope to refresh our vision, values and aims by the end of term 2</p>	<ul style="list-style-type: none"> <li>Practitioners led by the manager will engage in self-evaluation and reflective sessions to discuss our thoughts and views to create a shared vision. We will discuss what a dream environment would look like using Realising the Ambition as a supportive tool.</li> <li>Partner agencies will be contacted for their views/comments</li> <li>Parents will be asked to comment on what they feel children, staff and families deserve. A survey will be available through Microsoft forms.</li> </ul>	<p>Collaboratively we will create a shared vision, values and aims for Stromness Nursery.</p> <p>The vision of the setting will be ambitious and focus on improvements for all. It will be shaped by the needs of children, families and community informed by current thinking in early learning pedagogy.</p> <p>Effective, inclusive communication about our vision, aims and values of the setting informs and involves parents</p>	

	<ul style="list-style-type: none"> <li>• We will create a vision tree capturing parents' aspirations, hopes and dreams for their children</li> <li>• The mosaic approach will be used to capture the voice of the children through discussions, photographs and observations.</li> </ul> <p>Self-evaluation is critical during this time, and this will be reflected in the floor book. Contributions and reflections will be captured in our floor book</p>	<p>Practitioners will be inspired and motivated to sustain high standards of delivery of ELCC.</p> <p>The vision tree will be displayed in our foyer.</p> <p>Staff will continue to be reflective practitioners responding to parents ongoing needs, engaging in relevant training courses and staff development for continuous learning and improvement.</p>	



**ELC IMPROVEMENT PRIORITY 2:**

**Family involvement/engagement/learning**

**Data/evidence that informs this priority:**

During self-evaluation sessions we realised that family engagement had decreased over the years. We need to think of more creative ways to strengthen partnership working with families and for parents to fully understand the importance of play/learning as one.

<b>NIF Key drivers: 3</b>		<b>HGIOELC or CI QIs:</b> HGIOELC: 2.5    CI:1.4	
<b>Outcomes for learners:</b>	<b>Actions/Approaches/Interventions:</b>	<b>Measures:</b>	<b>Impact:</b>
<p>Families will have opportunities to share experience/expertise through involvement in the nursery.</p> <p>Children will share their learning with parents during regular stay n play sessions to strengthen links with home.</p> <p>Throughout the academic year the setting will strengthen relationships with families and report increased involvement in the understanding of their child's progression of learning through play. Where effective partnerships with families will be established to secure</p>	<p>The nursery will plan sessions with a focus on a key learning area (schemas) designed to support family engagement in their child's learning/development.</p> <p>Stay n play sessions will be available throughout the year, parents can engage I planned focus group times, evaluating their time in the nursery.</p> <p>We will invite parents into the setting to engage in sessions on the value of play for a child's learning and development. We will discuss the importance of play. We will have a different focus each term, for example, importance of play, early literacy etc.</p>	<p>Families will engage in the focused sessions on offer. These sessions will be evaluated using a feedback sheet. A questionnaire will be distributed at the beginning of the year and end. Parents will show increased knowledge and confidence to share children's learning.</p> <p>Feedback forms will be available following stay n play sessions. These will be evaluated where parents are able to witness their children's learning progression.</p> <p>We will create a Microsoft survey to establish increased knowledge in the importance of play.</p>	

<p>positive outcomes for children.</p> <p>Families will have an increased understanding of the benefits of outdoor play/learning.</p>	<p>Parents will engage in a 6-week slot to meet with practitioners to develop outdoor learning.</p>	<p>This will be an ongoing evaluation of the sessions provided. The woodland area will be created to support outdoor learning.</p>	

**ELC IMPROVEMENT PRIORITY 3:**

### ELC IMPROVEMENT PRIORITY 3:

Supporting children’s health and wellbeing to enable them to reach their full potential

#### Data/evidence that informs this priority:

With an increase in children with additional support needs and children staying longer days in nursery we want to ensure their holistic needs are met and they are all progressing in their learning and development.

NIF Key drivers: 3		HGIOELC or CI QIs: HGIOELC: 3.3 CI: 1.4	
Outcomes for learners:	Actions/Approaches/Interventions:	Measures:	Impact:
<p>All children will be included in all aspects of nursery regardless of their ability. All children will make good progress in their holistic learning and development.</p> <p>All practitioners will have a good understanding of support strategies/mechanisms that support all children’s diverse learning needs/styles</p> <p>All children, staff and parents will have a good understanding of zones of regulation to support children to name and understand their emotions and how children’s</p>	<p>Staff will engage in training sessions with educational psychologist on “trauma informed practice”. On going self-evaluation will be carried out to identify where specific gaps are in knowledge and understanding and this will inform how the priority develops.</p> <p>Georgina Scaife (neuro diverse specialist teacher) will deliver training on the Zones of regulation. This will be delivered to staff and parents to ensure we all have a shared understanding of supporting children manage their emotions.</p>	<p>By the end of January all staff will have undertaken the “trauma informed practice training”. We will have a plan in place to support progress for all children.</p> <p>Before and after evaluation of practitioners understanding will be carried out- journey of learning will be captured in our floor book throughout the year.</p>	

<p>emotions are a form of communication.</p> <p>All staff will have a good knowledge/understanding to the Scottish Government “promise” and strive to ensure all children are included and have opportunities/experiences to reach their full potential.</p>	<p>We will introduce a “sign” of the week to increase staff/children’s ability to use sign and speak to support children communicate their views/needs.</p> <p>All staff will engage in the promise training to receive the promise award.</p>	<p>Children and staff will have an increased knowledge of sign language and use this daily in the nursery.</p> <p>All staff will receive the promise award by end of term 2.</p>	

## **Care Experienced Children and Young People (CECYP):**

**\*Amend as required/appropriate.**

We will support CECYP by:

- Regularly monitoring attendance.
- Carefully tracking and monitoring progress/attainment.
- Encouraging and reviewing participation within and out with school/setting.
- Working with and supporting families.
- Providing interventions for health and wellbeing where appropriate.
- Having access to a regular meeting with a key member of staff.
- Ensuring that all have a child's plan.
- Working with partners where appropriate.
- Ensuring their voices are heard and views taken into account.

**or**

There are no CECYP in the school/setting.