

ELC Standards and Quality Report 2025-26
and
ELC Improvement Plan 2026-27
Stromness Nursery



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: ensuring every child and young person has the same opportunity to succeed. <u>Key priorities of the National Improvement Framework:</u> • 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: • School and ELC leadership. • Teacher and practitioner professionalism. • Parent/carer involvement and engagement. • Curriculum and assessment. • School and ELC improvement. • 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 2022-2025 (to be updated June 2025) 3 main themes: • Health and wellbeing • Learning and teaching • Self-evaluation	OIC Children's Services Plan 2023-2026. Priorities: • Child protection • Mental Health and Wellbeing • Involving young people • Reducing poverty and disadvantage	OIC Community Plan 2025 – 2030 3 priorities: • Cost of living crisis and the underlying causes of poverty • Sustainable development • Addressing inequalities

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Standards and Quality Report 2025-26.

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 2025/26 year the maximum number of children on the role was 30.

Vision: Nurtured to learn and develop in a safe, fun, happy environment”	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 value children’s thoughts and views and use these to inform our practice. (UNCRC) • 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. Where we build each other’s confidence.
Aims: • We want children to look forward to coming to nursery and feel a sense of belonging, where they help to shape	Curriculum Rationale: To establish a strong sustainable community for Orkney’s future, our curriculum will provide opportunities for:

their environment through their interests. Where happiness and wellbeing are at the heart of our practice. • 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. To continually evaluate what we do and encourage all staff to develop and remain curious so we can strive to provide excellent care/education at Stromness Nursery • We aim to create a rich outdoor learning environment where children can develop skills for life. • 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.	Children to 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. Have their individual needs and interests at the heart of inclusive experiences, interactions and spaces offered including a balance of child-led and adult-led activities that are underpinned by Realising the Ambition and Curriculum for Excellence principles. Have free access to quality outdoor spaces, supporting physical development. Feel belonging in their community through exploring extended school boundaries including the local care home. Have freedom of choice of open-ended resources and materials in the spaces to support creativity and curiosity. Be offered real life experiences linked to their learning and interests. Be encouraged to be as independent as possible in self-care, making choices as well as solving problems.
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We aim to enable our children to become Confident Individuals, Successful Learners, Responsible Citizens and Effective Contributors.	
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How successful were our improvements – progress made with the priorities from our 2025-2026 Setting Improvement Plan?

ELC IMPROVEMENT PRIORITY 1: Challenge

To ensure there is enough challenge in children's learning and to increase staffs' knowledge to ensure this becomes embedded into practice.

Data/evidence that informed this priority:

The increase in children deferring in nursery older children require challenge in their learning to continually progress in their learning/development. Due to a diverse team, knowledge/understanding on providing challenge is not consistent among all staff.

Overall evaluative statement:

Almost all children were challenged in their learning throughout the breadth and depth of the curriculum. The staff team engaged in training to have a deeper understanding of "project-based learning" and the floor book approach to document the children's learning journey. Staff met as a team, evaluating observations, providing next steps to ensure all children were progressing in their learning. Almost all staff are now confident and knowledgeable on how young children learn to provide next steps in learning. All children are making good progress within the key areas of the curriculum. To challenge children's learning and provide experiences and opportunities through the depth and breadth of the curriculum, the staff reviewed observations and looked for a common thread within the responsive observations. This led to a project on "pets". Each key worker worked with their group, documenting their learning on A3 sheets of paper (all clipped together in each group. Following the children's lead, each group focused on a different pet to establish what they knew, and what they wanted to find out. (see floor book). This provided the children with opportunities/experiences to develop and "cascade" their learning within their group, whole nursery via video shared on see saw for families, increasing their knowledge of digital technology. They took leadership of their learning, we observed collaborative learning, self-directed learning, deepened learning involving the community, family and friends. This developed children's confidence and self-esteem with a passion for learning whilst being motivated to learn following their own interests.

Specific staff increased their knowledge on how to introduce sewing in the nursery as they engaged in training led by the early years team. This led to enhancing our sewing area where children were provided with a variety of resources to weave, thread and use a variety of different tools. This developed lifelong skills for children to take on to adult life. Unfortunately, the clay twilight did not go ahead so this was not actioned. Staff and parents' knowledge and understanding of how schemas can support children's learning and development increased as we embarked on a five-week programme. Information and weekly focus on specific schemas were shared via videos on see saw. Parents engaged in the

video's and staff added observations of children exploring the schemas on a display in the setting. During parents evening, parents took away an A3 sheet summing up schemas to further support their understanding. This strengthened our partnership learning between home and nursery.

Quality indicators from HGIOELC/Quality improvement framework (Education Scotland/Care Inspectorate):

Children play and learn (play and learning, curriculum, learning, teaching and assessment)

Leadership (staff skills, knowledge, values and deployment, leadership of continuous improvement)

Children are supported to achieve (children's progress)

Outcomes for learners:	Actions/Approaches/Interventions:	Measures:	Impact:
All children at Stromness Nursery received experiences that challenged them at their own pace, time and developmental level. All children engaged in "topics" following their interests to deepen their knowledge throughout all areas of the curriculum	• All staff attended "Reggio Emilia" project-based approach training. They explored the theory behind this approach through a series of two development sessions at staff meetings. • All staff attended two development sessions on floor books. This was delivered by the manager to explore the floor book approach, looking at floor books, learning journals, scrap books, talking tubs/3 D talking tubs. • As a team they planned a project on "pets". • Each key group followed the children's interest to focus on a particular pet and followed the approach to create further learning opportunities. • The learning and journey were captured in each key groups floor book. • The floor books were joined together to create a floor book	Self-evaluation and surveys were carried out to identify staffs' knowledge and understanding of the project-based approach to identify any gaps and this informed the training sessions. Staff team engaged in "project-based planning" training to deepen their knowledge, understanding and confidence. A questionnaire and self-evaluation of the floor book approach was carried out prior to training to identify any gaps in knowledge/understanding. At the end of the training another questionnaire and self-evaluation was carried out.	• Almost all children were challenged in their learning, and this was evident in their learning journals and during tracking meetings. • All children engaged in the pet project where joint learning took place between staff and children through the breadth and depth of the curriculum • Staff are now confident with the floor book approach and have implemented this into practice. Rich observations were captured and documented in learning journals and floor books. These encompassed the breadth and depth of the curriculum showing progression in learning/development in all areas.

	documenting all children's learning throughout the project.		
Staff have an increased knowledge and understanding on how to provide challenge within learning. They engaged in professional development in key areas, such as, play (play cycle) schematic play, block play and outdoor play. (staff/parent dev on schemas, etc. take on lead roles).	Prior to specific information being shared via see saw, for example, schemes a letter was distributed to gain parents understanding of schematic play. A survey was sent out following the training to establish if parents increased their knowledge. Schema PPP (turned into x5 videos) was shared on see saw to deepen parents understanding of play behaviours. Realising the ambition, national practice document- section 3 was used by the team to increase knowledge and understanding.	Identified staff attended twilight sessions on block play, sewing and literacy. led by the local authority, sharing ideas and practice from other settings. Following these, self-evaluation sessions and cascading learning were delivered to the team. In house training to provide challenge in key learning areas was delivered by the manager. They will then lead the development of approaches at Stromness to ensure progress and challenge are central to the curriculum offer. Staff surveys were sent out prior and after training sessions. This was documented in the self-evaluation floor book. Families engaged in videos shared on see saw focusing on schemas to deepen their understanding of how young children learn at their development stage. Micro soft form survey was sent out prior and after videos shared to	Staff are now more knowledgeable and confident in the block area. Observations captured in the children's learning folders emphasise this. In addition, with staff's confidence growing children are building complex and bigger structures. One parent commented "I am content to know that my child's repetitive behaviours are not necessarily a sign of any cognitive issue or additional need but rather just stages in her development. As this has been a small concern of mine".

		establish parent's knowledge/understanding	
Staff engaged in further training sessions on observation styles and have an increased knowledge on the planning cycle.	During a self-evaluation session, the team took a closer look at the planning cycle. We used Realising the ambition section 6 as a tool to develop our planning. Observation PowerPoint was shared with the team (delivered by manager). We engaged in a self-evaluation session looking at the quality of observations- colour coding to categorise. We used the early years benchmarks to provide next steps in learning. Maths booklet was used to develop appropriate resources to ensure next steps are relevant	The team differentiated groupings to tailor support at different developmental levels. We created target support groups linking to a focus, for example, turn taking, gross and fine motor activities. The team worked together to identify children's next steps in learning through quality observations. Key workers reflected on how next steps are individual to the child within their planning and facilitating learning.	All children made good or very good progress in their learning. Children with additional support needs benefited and made good progress in their targeted groups. This was highlighted in a recent HMIE inspection. Further work must be completed on practitioners understanding and following next steps as this is not consistent amongst all groups. Due to staffing issues, we were not managed to complete peer observations, however, this is on our plan moving forwards.
Children will have opportunities to develop skills for life and be empowered to be creative. They will engage in sessions with their parents, staff and professionals to learn new skills (sewing, clay, woodwork etc book bug, peep)	We used the Frobelian pamphlets on, Woodwork, clay and sewing to develop these areas further in the nursery. We will invited practitioners from other settings to share good practice/staff will visit other settings.	Staff received training via twilight sessions on blocks and sewing and delivered sessions to the children within a group time. Self-evaluation took place during staff meetings to document this progress. This strengthened partnership working between nursery and home.	As staff confidence has grown following block training children are now building more complex structures. Staff are scaffolding learning and allowing children to problem solve rather than deeming it unsafe play. Unfortunately, the clay twilight did not take place, however, clay is available.

	A member of staff completed the book bug training during in service in October 2025	Book bug sessions took place monthly led by a member of the team. Parents and new children were invited to join. Qualitative data was captured throughout the sessions, (photos, comments and observations). A survey was sent out at the end of term to gain feedback on these sessions and different times/days to establish moving forwards the most popular time to hold the sessions.	Following training, the sewing area has been enhanced, and children's engagement in this area has increased This has been received very well with parents especially children who are due to start nursery in the coming months. "Lovely to be invited". 30% of parents completed the survey and all parents wanted the book bug sessions to continue. All evidenced in the self-evaluation floor book and parents' large book
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ELC IMPROVEMENT PRIORITY 2: Developing a healthy lifestyle

Data/evidence that informed this priority:

Due to the changes in guidance regarding healthy foods and children spending longer days in nursery we want to establish regular routines and eating habits to ensure children have an understanding of a healthy body and mind.

Overall evaluative statement:

Almost all children have developed an understanding of how healthy eating and participating in a variety of physical activities can support their growth and development. Children often discuss what foods are healthy and what foods are “treats” All children choose or bring a healthy lunch at nursery. Children have actively participated in a variety of experiences and opportunities to increase their resilience and stamina, for example, daily walk, hall times (using connections resource), play on pedals activities and regular outings within the local community.

Staff used a variety of activities for children to share their views and opinions withing the physical activities adapting each according to the children’s choices. This journey is evidence in the self-evaluation floor book. Specific staff underwent play on pedals training to gain confidence and ideas to introduce regular sessions where the children had regular access to the bikes.

Parents, Carers and families attended a health and wellbeing join in/workshop. A variety of agencies (linking to what parents asked for within the survey) came along where children and families actively participated in the “stations” in the hall. This included, a healthy snack, dancing with Jo, obstacle course with active schools. There were information tables on a variety of agencies available to support parents to ensure they have the right support at the right time. For example, SALT, health visitor, child smile (healthy lunches), Inclusive Orkney, OT/physiotherapy etc. This supported parents to ensure they have the information needed for their children to have the best start in life and skills to take into adult hood.

Quality indicators from HGIOELC/Quality improvement framework (Education Scotland/Care Inspectorate):

Children are supported to achieve. (Nurturing care and support, wellbeing, inclusion and equality)

Outcomes for learners:	Actions/Approaches/Interventions:	Measures:	Impact:
Children accessed healthy snacks and lunches. Almost all children understand the importance of healthy foods and the importance to ensure	Setting the table/nutrition policy- healthy lunch box (parents training) • Invite child’s smile team with “sugary” foods were displayed at our parents evening in October.	During observations at the start of the academic year and throughout the terms we documented what children were eating. Data collected was	At the start of term one two children took a packed lunch and parents adhered to the healthy eating guidelines. As the term moved on all children ate a

they have healthy teeth and bodies. Children developed healthy eating habits that will hopefully be carried into adult life. Parents followed the healthy eating lunchbox guidance to ensure their children are eating a balanced lunch.	A display and ideas of healthy packed lunches were available for parents to look at and discuss with child's smile team. A booklet on healthy packed lunches was shared with all families Children helped prepare and make healthy snacks (used vegetables and fruits grown in the nursery garden)	tracked across the year to identify the content of packed lunches and the development of healthy eating habits. Information on healthy packed lunches was distributed to all parents. A survey was sent out at the start of the year to determine the contents of packed lunches Data was collected and analysed to show children's changing eating habits over time. Comments from families was gathered across the year to establish their understanding of adopting a healthy diet at a young age.	nursery hot meal and only a very odd occasion we saw a packed lunch, however, this met healthy eating guidelines. After February break there was an increase in packed lunches due to menu changing. This data was collected and passed on to head of catering. All parents commented on the menu change and found it tricky to choose a meal their child liked and a couple opt to take a packed lunch. However, collective feedback has been taken on board and the menu for August 2026 has been amended.
Children have experienced and have an understanding of nature, where children are beginning to see a connection between growth of plants and their own lives such as the shared need for food, water. Children have deepened their emerging	Children planted a variety of vegetables in the planters, such as, courgettes, strawberries, peas, beetroot. Children planted a variety of seeds, including beans and evidenced the	Mosaic approach was used to document children's thoughts/views. This data was collected in the floor book showing the impact of the children's connection with nature/growing.	Children's comments and views were evidenced in the floor books

understanding of themselves and the inter connectedness of all living things.	sequence from beginning to end. (life cycle of a plant)		
Children have increased stamina and appreciate the importance of daily walks/outdoor play for their mental wellbeing.	Connections/movement to music/daily mile were all used to plan activities for children to engage in. Using the connections resource a variety of activities was set up weekly in the hall. A plan was devised each term and lead by a member of staff. We devised a voting system for the walk and hall games for the children to actively participate in to decide what we were doing. Their views and thoughts were captured in the floor books.	Comments, observations and data was collected in the floor book showing the impact of a variety of physical activities. Children were asking where we were going on our walk and very excited for a Tuesday (knew it was a hall day). - this demonstrated their understanding and enjoyment of physical activity. The walks etc increased in time throughout the year demonstrating their increased stamina.	Children are actively participating and asking to go on a daily walk. Often choosing to go on a longer walk. One child commented “we have strong legs”
Children engaged in a wider variety of gross motor activities. This increased their engagement and involvement in actively participating in group and individual activities. Children have become more resilient and manage risks in their play.	Two practitioners engaged in a play on pedals training session The children joined the activities in two groups during the afternoon session. Following the training parent and child weekly sessions were organised.	Observations of children’s participation in gross motor activities were collected over time. These were analysed to show increased participated, and risk taking.	Children are asking daily to go out in the bikes. They are discussing safety on bikes, wearing a helmet etc. However, due to other commitments we have not yet invited parents to the play on pedals sessions. Evidenced in floor book

Staff and parents have an increased knowledge of the agencies available within the authority to support children to achieve in all areas of learning and development.	Hold a HWB family join in • This will be planned for the middle of term 4. The manager will contact all the agencies involved.	A survey/questionnaire was distributed to parents to establish which agencies they wanted to know more about or to find appropriate support. Data was analysed and 13 agencies were contacted to attend a Health and wellbeing workshop for children and families. Feedback was be distributed following the workshop to show their increased knowledge of the agencies available.	60% of families attended the HWB family join in. Parents and children interacted with the activities and agencies. All parents rated the session either very good or good. One parent commented "It has all come together really well, parents will get a lot out of it". Another parent commented "lots of information shared and a really good length of session. All parents agreed this should be an annual event.
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There are no care experienced children in the setting.

Early Learning and Childcare Improvement Plan 2026-2027

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

ELC IMPROVEMENT PRIORITY 1: Children's rights are valued and promoted, and children know and talk about their rights in a developmentally appropriate way.

Rationale for this priority: Children's rights are now law in Scotland and following a recent HMIE inspection it was highlighted children need to be aware and talk about their rights.

NIF Key drivers:		Quality improvement framework QIs: Leadership and management of staff and resources (CI self-evaluation, quality assurance and implementing change) Children experience high quality spaces (CI children influence and affect change) Curriculum (HMIE skills for life and learning) Wellbeing, inclusion and equality (HMIE inclusion and equality) Children are supported to achieve Children's progress (HMIE children's progress and achievement)
Outcomes for learners:	Measures:	Impact:
Throughout the academic year children will learn through rights empowering them as individuals to develop self-esteem and confidence within the setting.	Children will have a developing awareness about children's rights and a sense of what these mean through how they are supported by adults who care for them in nursery. Practitioners will use the mosaic approach to document children's views and thoughts.	
Throughout the academic year children will show a developing understanding of	Children will be able to link the wellbeing indicators and confidently talk about their rights	

the wellbeing indicators and what that means to them. By June 2027 children will confidently talk about their rights	in everyday situations. Staff will evaluate their progress which will be documented within the self-evaluation floor book.	
By June 2027 families will understand how the setting embedded children's rights and feel that their rights are valued and promoted.	Feedback from parents will reflect the practitioners aims to value and respect families and their rights.	
By June 2027 all staff will have a very good understanding of children's rights and how this looks in practice. All staff will be knowledgeable in children's rights that directly affect them	Practitioners model using language associated with the wellbeing indicators in everyday conversations with children in the setting in relation to their learning and development. Practitioners will use reflective questions before, during and at the end of the academic year documenting their journey in the self-evaluation floor book. Practitioners will be confident in their knowledge and awareness of how they meet children's rights through interactions, experiences and spaces in the setting.	

Implementation Plan

Actions	Lead	Resources	Timescale	Progress (RAG)
1 - We will complete a baseline evaluation to establish where our setting is and where the team sit in their understanding and implementation of UNCRC in the setting. - As a team we will explore children's rights and how they link to the wellbeing indicators. We will look at the 4 general principles to have a deeper	Caroline Caroline	Use early years evaluation sheet.	Term 1	

understanding of how to implement and embedded into practice using the “learning through rights” resource. learning-through-rights-in-elc.pdf We will view the you tube videos outlined in the support documents where settings have successfully engaged in UNCRC principles for us to reflect on and consider how this may translate in our setting.	Caroline Nikki Shaw (in service training)	You tube videos, and early years resources. Child friendly rights posters		
2 During self-evaluation as a team, we will look at the image of the child using reflective questions on early years documents to support us through this process. We will look at specific articles (31,13,19,28,8,27,42,24)	Caroline	Children’s rights posters	Term 1,2	
3 In small group times the children will engage in an introduction activity for the key worker to introduce children’s rights. We will follow the activity plan set out in “children’s rights activities for early years settings” (children’s commissioner for Wales). Childrens-Rights-Activities-for-Early-Years-Settings-2.pdf These activities will enable children to have an understanding of their rights and confidently talk about them. These activities link to the wellbeing indicators and curriculum.	Key workers	Use ideas in activity book for group time sessions	Ongoing by term 4	
4 UNCRC posters will be shared with families to support the understanding of how children’s rights are implemented into the setting. Feedback from parents will be sought with specific questions around how they were	All staff Parent display See saw	Create an end of term survey	Ongoing	

welcomed into the setting, whether they feel that they are listened to and respected as parents.				
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ELC IMPROVEMENT PRIORITY 2: Expressive Arts, children will become more creative, imaginative and knowledgeable within EA with a focus on film and screen activities to have an understanding of digital technology.

Rationale for this priority: This was highlighted in a recent HMIE inspection as an area for improvement for children to be prepared for modern day learning through digital technology.

NIF Key drivers:	Quality improvement framework QIs: staff skills, knowledge, values and deployment) (CI) leadership for continuous improvement) (HMIE) Children experience high quality spaces (CI) Playing, learning and development (CI) Curriculum (HMIE) Wellbeing, inclusion and equality (HMIE) Children's progress (HMIE)
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Outcomes for learners:	Measures:	Impact:
By June 2027 all children will be tech-savvy with an understanding that digital devices are tools for learning, creation and understanding.	Observations will be gathered throughout the academic year showing the children's increased knowledge and understanding of using digital technology.	
By June 2027 all children in the setting will be benefitting from a range of "film and screen" experiences which will enhance their creative knowledge and skills, digital skills and storytelling. Including empowered communication and social interaction with and increased understanding of the world around us.	Qualitative data will be collected throughout the academic year to measure the Children's confidence and participation as they engage in experiences and opportunities provided.	

Throughout the academic year partnership working will be strengthened between staff, children and families as they undertake the “beautiful stuff” project. Links to the community will be enhanced where children and staff explore their creative skills with a sense of accomplishment and achievement as their work is celebrated and appreciated at the gallery.	Questionnaires will be sent out prior to the start of the project and then again at the end. The data will be analysed and documented in the self-evaluation floor book. There will also be a children’s floor book created to show their journey throughout the project.	
Throughout the academic year staff will become more confident using digital technology to enhance children’s learning experiences and opportunities. They will introduce safety online in a child friendly and developmentally appropriate manner. <u>Understanding the do’s and don’ts with digital learning</u>	Using self-evaluation over a period of two team meetings. We will explore what we already know, what we need to find out and the impact of this training (this will be documented in our floor book)	

Staff will become more knowledgeable and confident to deliver film/screen activities linking to the CfE benchmarks. By June 2027 all children in the setting will be benefitting from a range of “film and screen” experiences which will enhance their creative knowledge and skills, digital skills and story telling.	Rich observations will be gathered to measure staffs increased knowledge and understanding, exploring what we have learnt during in service and how this looks in practice.	
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Implementation Plan

Actions	Lead	Resources	Timescale	Progress (RAG)
1 As a team we will look at the do's and don'ts of using digital technology with young children	Caroline	Looking at the do's and don'ts booklet Allocate £50/70 of requisition to purchase a digital micro-scope	Term 1	
2 Staff will introduce digital resources during group times, using the STEM resource packs provided by the STEM co-ordinator (ria.kirkpatrick@uhi.ac.uk) Early years and primary school STEM engagement - Technology STEM Team - Early years and primary school STEM engagement	All staff	STEM resources Allocate £100 to purchasing electronic devises (batteries for bee bots)		

Family activities & other STEM resources - Maths Week Scotland 2025 Activities				
3 Practitioners will engage in film/screen training during Inservice. As a team we will share ideas on how to implement activities within the nursery setting.	Kelsey Adele (Isla, Sophie, Erika)	Attend film/screen training Invite Ian into the nursery to develop our practice	October 2026 October 2026	
4 Staff will use the following guidance to increase knowledge of media use in young children. Guide-For-Early-Child-Development-and-Media-Use-Infants-and-Children-Ages-0-5.pdf	Caroline		Ongoing	
5 As a team we will discuss the beautiful stuff project and develop a weekly plan. This involves visiting the Pier Arts Centre for inspiration!	All team		Term 3/4	
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ELC IMPROVEMENT PRIORITY 3:

Rationale for this priority:

NIF Key drivers:		Quality improvement framework QIs:	
Outcomes for learners:	Measures:	Impact:	

Implementation Plan

Actions	Lead	Resources	Timescale	Progress (RAG)
1.				
2.				

3.				
4.				
5.				

Care Experienced Children:

There are no care experienced children in the setting at this time.