



# Kingsford School

## ELC Action Plan

### Session 2022/2023



PROUDLY WORKING TOGETHER AS ONE TEAM TO KEEP  
CHILDREN, YOUNG PEOPLE AND COMMUNITIES SAFE, HEALTHY AND THRIVING

Kingsford School



ELC Action Plan					RAG		
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? What evidence will we have?	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund – highlight if PEF funding)	Sep	Nov	May
Children are healthy, cared for and receiving meals.	<b>Mealtimes are effectively planned and carried out to meet health and wellbeing needs of children.</b>	Meal times to be served within each play space, with designated staff serving and supporting (see mealtime guidance document)	September 2022	All Nursery Staff	Green	Green	
		Mealtime guidance note to be created and distributed to all staff		DHT to distribute	Green	Green	
		Continual evaluation of everyday practice of mealtimes and adapting practice – daily dialogue between staff members	Ongoing		Yellow	Yellow	
Smooth transition for new starts.	<b>Settling in experiences are planned for to effectively meet the needs of individual children.</b>	Relief staff processes to be put in place <ul style="list-style-type: none"> <li>Relief staff info sheet to be implemented and shared with all staff</li> <li>Include details around registration card colour-coded information system</li> <li>Include general risk assessment</li> <li>Include role of SEYP to support relief staff</li> </ul> Create key information overview sheet for each child – to be contained within a folder  Create a visual board in the play space for all staff around the above processes  Personal Plan question prompt document and training PowerPoint to be re-shared with staff  Staff to use quieter periods of day (i.e., after 3pm) to review Personal Plans and detail actions	September 2022	DHT   EYP – JR  SEYP / DHT  DHT  All EYP Keyworkers	Green	Green	
<b>Ensure all children are safe within the environment and accounted for at all times.</b>	All staff have a shared understanding of safety policy and procedures and can communicate and respond effectively to follow through on these.	Play space risk assessments made available for all staff to revisit (reviewed 3 weeks ago)  Person-centred risk assessment created for individual children  Multi-agency professionals contacted to seek advice on individual needs  Daily risk assessment to continue to be completed	September 2022	SEYP to signpost to staff  SEYP to create and share with all staff  SEYP to contact as required	Green	Green	

		<p>Staff deployment expectation shared – minimum of two staff outside during sessions</p> <p>Staff to be aware of children’s individual needs, detailed in Personal Plans - staff to use quieter periods of day (i.e., after 3pm) to review Personal Plans and detail actions</p> <p>Health and Safety to be contacted to review height of fence at bottom of outdoor space</p>		<p>Staff on duty rota and reviewed by SEYP</p> <p>SEYP to ensure this message is shared with all staff</p> <p>DHT / SEYP ensure rota meets this need</p> <p>All staff</p> <p>QIM to contact H&amp;S team to arrange visit asap</p>			
		<p>Further changes to rota to ensure that a SEYP is on the floor at all times.</p> <p>Changes to staffing structure to be considered – experienced SEYP placed to support and mentor members of the team / Locality Lead modelling practice</p> <p>Recruitment of staff to ensure consistency – new SEYP appointed</p>	<p>October 2022</p> <p>October 2022</p> <p>Ongoing</p>	<p>DHT</p> <p>QIM/HT</p> <p>HT / DHT</p>			
High quality self-evaluation that leads to change and improvement	All staff will be engaged in self-evaluation activities throughout the year and understand the strengths of the school and areas for improvement.	<p>Development of Quality Assurance Calendar</p> <p>Monthly Focus on QI to highlight quality practice with challenge questions linked</p> <p>Policy review linked to monthly focus, involving consultation with all stakeholders</p> <p>Engaging in support offered from Care Inspectorate – date to be confirmed (initial meeting in January to discuss)</p>	<p>September 2022</p> <p>Ongoing</p> <p>Ongoing</p>	<p>DHT</p> <p>DHT to lead All Staff involved</p> <p>DHT to lead All staff involved</p>			n/a
High quality experiences and interactions	Adult-child interactions will lead to a more positive learning experience	<p>Buddy system linked to Literacy, Numeracy and Health and Wellbeing</p> <p>Responsibility for ensuring challenge in the provision</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All staff within group</p> <p>All staff within group</p>			

		Responsibility for auditing environment to ensure enabling and constantly evolving according to needs and development of skills	Ongoing	All staff within group			
		Further training in meeting the needs of all learners, e.g., CIRCLE framework, Autism Outreach, Behaviour is Communication, Schemas, Emotion Coaching.	Ongoing	All staff within group			
		Ongoing evaluation on impact of training on practice within the setting through regular observation.	Ongoing	SLT Learning Walks/QA Visits/Locality Lead Visits			
Parental engagement	Parents will be actively involved and included in their child's learning journey and with the life and work of the nursery	More informed discussion between staff and families during handover time, regarding a child's learning and care experience that session	Ongoing	All staff			
		Stay and Play sessions to be reinstated using appointment system to ensure equity, safety and manageability	October 2022	SEYPs			
		Consultation with parents/carers regarding policy creation, review and refresh	Ongoing	DHT to lead			
		All families to receive refreshed copy of Nursery Handbook	September 2022	DHT			
		Key workers to ensure Focus Child approach is followed through to conclusion, including consultation with parents during process	Ongoing	EYPs			
		Seesaw Guidance Note to be created and shared with families	October 2022	SEYP			
		Improvement journey board created and displayed within the Nursery foyer which will be reviewed and updated regularly.	November 2022	DHT			

	<b>WE WANT</b>	<b>WE AIM FOR</b>	<b>WE ARE DOING</b>	<b>WE WILL</b>
<b>Children are healthy, cared for and receiving meals.</b>	Children to be healthy, cared for and well nourished.	Mealtimes to be effectively planned and carried out to meet the health and wellbeing needs of all children.	<p>A lunch menu board was created in the playroom to promote independence and to encourage children to select their meal choices.</p> <p>We redesigned mealtimes so that children now eat in a calm and nurturing space within the playrooms at their own pace with adults available to support the experience.</p> <p>Guidance for staff was produced to ensure consistent routines and practices around mealtimes and snack times. Provision of additional staff ensure that these are followed.</p>	
<b>Smooth transitions for new starts.</b>	Smooth transitions for children during times of change.	Our settling in experiences to effectively meet the needs of children as individuals.	Effective smooth transitions from nursery to Primary 1 through establishment of an “early level” and sharing of important information.	Introduction of home visits for all new nursery families will form part of the induction process.
<b>Ensure all children are safe within the environment and accounted for at all times.</b>	Safety and security for all children within the nursery environment at all times.	Ensure that all staff are knowledgeable about safety policies and procedures and how to	All staff have refreshed their shared knowledge and understanding of nursery policies and procedures in order to	

		<p>respond effectively to follow through on these.</p>	<p>communicate and respond effectively to follow these through.</p> <p>Door alarms have been fitted to both playroom internal doors and the door leading from the foyer into the peg area to further enhance security to children and staff.</p> <p>Child Protection and Safeguarding training completed annually, and staff attendance documented.</p> <p>Child Protection and Safeguarding posters visible in all areas of the school and nursery.</p> <p>Additional consistent staffing allows for effective deployment of staff in all areas indoors and outdoors to always ensure children's safety.</p> <p>All staff are involved in the risk benefit assessment process. Daily risk assessments of indoor and outdoor areas are undertaken to identify any</p>	
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			<p>potential hazards/security risks.</p> <p>Self-registration board in playroom to encourage early literacy and numeracy skills whilst supporting staff to keep track of attendance during each session.</p> <p>Practitioners SSSC registration and expiry dates logged in line with safer recruitment practices.</p>	
<b>High quality self-evaluation that leads for change and improvement.</b>	Our vision, values and aims to reflect our ethos	For all stakeholders to have a clear understanding of the Vision, Values and Aims or our service.	Trio visits as part of ACC annual quality assurance programme.	<p>Monthly policy review will involve input from parents and carers and will be linked to the specific focus quality indicator.</p> <p>Establishment of a nursery steering group to consult with stakeholders regarding policy creation, review and refresh.</p>
	To be able to reflect on policies and procedures to ensure ongoing improvement for our service	Ensure that staff and families understand the strengths of the service as well as the areas for improvement.	<p>Opportunities for staff to work inhouse and at school and ASG level to improve their practice and procedures.</p> <p>Approaches to CR&amp;D developed to support staff</p>	Monthly focus on specific Quality Indicator from key documents (HGIOELC, Realising the Ambition, Care Inspectorate Quality Framework)

			<p>to identify professional learning needs.</p> <p>Trio visits as part of ACC annual quality assurance programme.</p> <p>Monthly minuted online ELC team meetings.</p>	<p>Monthly policy review will involve input from parents and carers and linked to focus quality indicator.</p> <p>Staff will be give protected time with their buddy to reflect on the focus quality indicator and how it links to early years practice, policies and procedures. Reflections will be used to improve the service.</p>
	<p>The nursery to be effectively led to drive forward identified areas for change and improvement.</p>	<p>Stability and consistency in staffing and increased confidence within the staff team to lead and initiate necessary change.</p>	<p>Senior Leadership Team appointed and committed to taking forward identified areas for improvement.</p> <p>Consistent leadership across early level with Depute Head Teacher responsible for Nursery and primary 1.</p> <p>Staff received one to one support and supervision from the Senior leadership Team to identify specific strengths and training needs and to ensure that staff health and wellbeing needs are met.</p>	

			<p>A quality assurance calendar ensures that staff regularly reflect on policies and procedures, what we are doing well and how we can continually improve the service we offer.</p> <p>SLT undertake regular learning walks to observe teaching and learning across the school and nursery.</p>	
<b>High quality experiences and interactions</b>	Promote caring and positive relationships between children, staff and parents.	A shared understanding of wellbeing and how we can coach children through situations which may provoke certain emotions and behaviours.	<p>Positive, respectful, and nurturing ethos within the nursery playrooms.</p> <p>Positive relationships policy created, and a first draft produced ready for consultation with all stakeholders.</p>	Consultation on positive relationships policy and publication of final version.
	Our children to receive high quality interactions from the adults who care for them.	To ensure that adult/child interactions extend language and learning.	<p>A guidance document for relief/new staff was created to ensure that key information was being shared and practice was in line with our nursery policies and procedures.</p> <p>Protected time for staff to review and update children's personal plans is included in the rotas.</p> <p>Additional consistent</p>	Further development of Families Connect.

			staffing has made this possible.	
	All children and families to be included and to receive appropriate levels of support when needed.	Clear, strategic approaches to supporting all learners with barriers to learning or those facing significant challenges in their lives.	<p>Key workers are involved in their children's planning meetings and reviews.</p> <p>Staff work collaboratively with multi-agency professionals to meet the needs of individual children and families and to provide specialised support, advice and guidance where required.</p> <p>Staff ensure that they are aware of children's additional needs or tendencies as detailed in the personal plans to anticipate extra supervision or support requirements.</p> <p>Opportunities for staff to work in house and at school and ASG level to improve their practice and procedures.</p> <p>Staff continue to consider ways in which they can meet the needs of all learners including accessing relevant training to develop knowledge and understanding.</p>	Staff will engage in ongoing professional development, including Behaviour is Communication, Makaton, etc.

			Staff have engaged in further training in meeting the needs of all learners, including courses by Autism Outreach, CIRCLE Framework, Schematic Play and Emotion Coaching.	
	Children's learning to be relevant, developmentally appropriate and based on their interests.	Use data gathered through effective observation and assessment to inform our planning and children's next steps in their learning and development.	<p>Opportunities for staff to work in house, at school and ASG level to improve their practice and procedures.</p> <p>Regular environment audits ensure challenge and progression in children's learning by assessing the resources we put out and the opportunities we offer against the children's developmental levels.</p> <p>Developmental overviews for each child inform planning and next steps in learning. Progress is tracked across the year.</p>	Documentation of learning will represent child's voice to a greater degree.
<b>Parental Engagement</b>	Maximise potential for parental engagement in children's learning and involvement in how the service can continue to improve.	For parents and carers to be included in their child's learning journey and in the life and work of the nursery.	SeeSaw promotes links between nursery and home; the resource is well used by families.	Continuation of Families Connect sessions / workshops within Nursery family room.

			<p>Families Connect project established and best practice and impact shared at local authority/national level.</p> <p>Staff are ensuring that informed discussion between staff and families takes place during handover times regarding a child's learning and care experience during the session.</p>	<p>Monthly policy review will involve input from parents and carers and will be linked to the specific focus quality indicator.</p> <p>A SeeSaw guidance note will be created to support parents/carers to make best use of the child's interactive learning diary and to further promote parental involvement in the learning process.</p> <p>All families to receive a refreshed copy of the nursery handbook to take account of changes to staffing, practice and provision.</p> <p>Stay and play sessions for parents and carers will be reinstated using an appointment system to ensure equity, safety and manageability.</p> <p>Lending library (story sacks, fine motor skills resources, etc.) to be established.</p>
	Children's learning to be relevant, developmentally	Use data gathered through effective observation and assessment to inform our	Opportunities for staff to work in house, at school and ASG level to improve	Documentation of learning will represent child's voice to a greater degree.

	<p>appropriate and based on their interests.</p>	<p>planning and children's next steps in their learning and development.</p>	<p>their practice and procedures.</p> <p>Regular environment audits ensure challenge and progression in children's learning by assessing the resources we put out and the opportunities we offer against the children's developmental levels.</p> <p>Developmental overviews for each child inform planning and next steps in learning. Progress is tracked across the year.</p>	
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